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ABSTRACT

A model system, composed of principles, procedures, and instruments which were field tested in cooperating states (Colorado, Kentucky, and New Jersey), was developed for use by state vocational agencies in evaluating program effectiveness. System elements include a set of program objectives and goal statements, evaluation instruments which provide data about program and student characteristics and training outcomes, and data processing routines and computer programs to facilitate interpretation. Suggestions for system implementation are provided. Also included is a selected bibliography, which identifies studies with implications for state and local program planning. The model system is illustrated, and examples of program objectives, goal statements, and evaluation instruments are appended. The interim report is available as ED 032 436. (SB)

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FINAL REPORT

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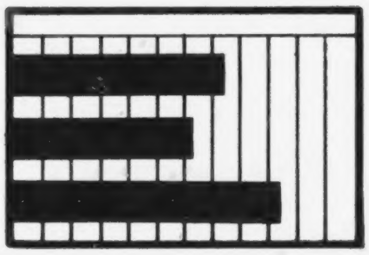
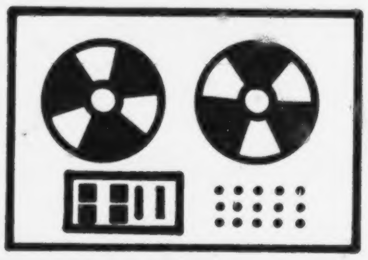


A SYSTEM FOR STATE EVALUATION OF VOCATIONAL EDUCATION



THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION

THE OHIO STATE UNIVERSITY
1900 Kenny Rd., Columbus, Ohio, 43210

VT 011 235

CENTER OBJECTIVES

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Comprehensive and Vocational Education Research, U.S. Office of Education. It serves a catalytic role in establishing consortia to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;

2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;

3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;

4. To conduct the research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;

5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and in-service education program;

6. To provide a national information retrieval, storage, and dissemination system for vocational and technical education linked with the Educational Resources Information Center located in the U.S. Office of Education.

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A SYSTEM FOR STATE EVALUATION OF VOCATIONAL EDUCATION

Research Series No. 58

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PREFACE

As vocational and technical education has assumed new prominence and visibility, increased emphasis has been placed on accountability and evaluation. State divisions of vocational and technical education are being asked to implement statewide evaluation systems which satisfy state and federal accountability requirements and which provide a basis for state-level program planning and for advising policy-making bodies. The model state evaluation system described in this report is designed to assist state divisions in meeting all these needs.

Several states provided invaluable active cooperation and assistance in various phases of the project. These included the State Divisions of Vocational Education in Colorado, Connecticut, Kentucky, New Jersey, and Michigan. Acknowledgement is due to Albert E. Jochen, formerly state director of vocational education in New Jersey, and to members of the advisory committee appointed by the National Association of State Directors of Vocational Education, for their valuable insights and contributions to the system's design. Recognition for significant contributions also is due Harold Starr, project director; Richard Dieffenderfer, project associate; B. B. Archer and Mireille Ernst, research associates; O. J. Byrnside, who served both as a consultant and research associate; and the Center staff.

We actively solicit the suggestions and comments of states, based on their experiences, directed toward the future improvement and refinement of the system.

Robert E. Taylor
Director
The Center for Vocational
and Technical Education

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SUMMARY

An evaluation system is described whereby state divisions of vocational education, in cooperation with local school systems, can assess continuously the effectiveness of program efforts. This system developed in cooperation with several states, provides management data which enable state vocational education agencies more effectively to plan, monitor and redirect their programmatic efforts in providing quality vocational education. The system is sufficiently flexible to permit states to meet special local and state management information needs by modifying system components.

Evaluative data generated by the system also are useful for meeting the reporting requirements of such policy-making bodies and agencies as state boards and advisory councils, local school boards, and the U.S. Office of Education.

SYSTEM FEATURES

The achievements of a state's programs are evaluated against objectives and specific goals set by the state for its own programs. A set of program objectives and goal statements acceptable to several states is presented, but they can be modified to meet the special needs of individual states.

Evaluation instruments and procedures are provided which are used to collect data from local schools. The evaluation instruments provide data about: 1) program characteristics, including enrollment, and program quality and accessibility; 2) student status and characteristic information, including, equal opportunity data, special needs data; and 3) follow-up information for use in assessing the effectiveness of vocational programs in relation to training outcomes.

Data processing routines and computer programs are made available for facilitating data interpretation and management decisions. Data are summarized for individual schools, for regional areas of the state and for the state as a whole. Local schools can be supplied with a feedback of evaluative information useful for their program planning needs.

An evaluation and program-planning methodology is suggested, and the evaluation system is designed to permit articulation with other program-planning systems such as Planning, Programming, Budgeting Systems (PPBS) and manpower.

SYSTEM ADVANTAGES

State divisions of vocational education have available a core of evaluative data for use in formulating annual and long-range program plans. Goal achievements are assessed quantitatively and without heavy investments of staff time in local school visitations. Duplication of requests for information from local schools is substantially reduced. Data are available whereby special studies can be conducted to answer important questions concerning program effectiveness. Local school personnel have available to them evaluative data for developing annual and long-range local program plans and for improving instruction.

INTRODUCTION

The Center has developed an evaluation system designed to assess the effectiveness of state programs of vocational education. The central purpose of this evaluation effort has been to develop instruments and procedures which can be utilized in the administrative mainstream as a means for contributing essential information required in decision-making for state vocational education program planning.

The focus of the project has been on the development of evaluation instruments and procedures which can enable a state vocational education agency to assess, on a continuous basis, the effectiveness of its vocational education efforts in terms of national and state interests, students' benefits and manpower requirements.

The Center is concerned with the importance of the periodic evaluations called for in the National Vocational Education Act. It also recognizes the pressing need for evaluation and program planning methodologies to meet the accountability requirements set by this act as well as by state vocational education agency governing boards, state legislatures, and the public. Thus, The Center has developed an evaluation system for state level usage which provides a vehicle whereby essential information can be made readily available to governmental agencies and the public while meeting the need for a mechanism to assist states in their program planning activities.

This report describes a system which provides a basis for effective evaluation using principles, procedures and instruments which have evolved from actual field-test experiences. The first section identifies the evaluation problem, major operational characteristics of the desired system, explains the rejection of two evaluation methodologies in common use, and summarizes important points of evaluation system design characteristics which were considered in the formulation of the present system. The second section of the report provides an overview of project operating methods and arrangements. The third section describes the design of the system and illustrations are provided of outcomes to be realized from system usage. The fourth section of the report deals with selected aspects of system implementation. No operations manual is provided; however, procedures for assisting states with system implementation are described. This section also describes future project activities, staffing for evaluation by the states, evaluation staff roles and functions, and system costs. A selected bibliography is included to identify major studies with implications for state and local program planning.

A SYSTEM FOR STATE EVALUATION OF VOCATIONAL EDUCATION

1/2

PROBLEM

Although it is clear that the evaluation of program adequacy is an essential part of the assessment of a state program, it also is true that the value and effectiveness of a program can be determined only with respect to outcomes. Thus, a program which is effective for objective X may be ineffective for objective Y. A facility, a teaching staff, or a budget is appropriate, adequate, or effective only with respect to some goal. Thus, evaluation of educational program effectiveness is meaningful only after it is known whether educational programs served their intended purposes.

This point is being emphasized strongly in the political and legislative arenas. Not only is Federal legislation written to emphasize educational outcomes for specified groups of students, but education now finds itself having to compete at all governmental levels with other agencies and institutions for limited human and economic resources. Decisions by policy-making bodies regarding resource allocations are being made with increasing frequency of evidence of program effectiveness, relevance to social and economic conditions, and the degree to which programs reflect community, state and federal interests and concerns. In such an environment, evaluation methodologies which have been commonly employed in vocational education fail to provide the evidence required by policy-making bodies and must be replaced by a more effective evaluation methodology if a proper case is to be made for support.

The Center has developed an evaluation system whereby state divisions of vocational education can assess, on a self-initiated and continuous basis, the effectiveness of their programmatic efforts. The system was developed in response to the expressed needs of potential users. The counsel of potential users of the evaluation system was that an evaluation system needed to be designed to satisfy state operating needs and be of use in the administrative mainstream as a management tool. Thus, the evaluation system had to provide state divisions of vocational education management staff with data required to:

1. advise policy-making bodies;

2. respond to the accountability requirements set by vocational education governing boards, state legislatures, and the public; and

3. provide information essential for planning and redirecting the programmatic efforts of state divisions of vocational education.

OPERATIONAL CHARACTERISTICS OF THE DESIRED SYSTEM

In order to meet state needs for data about educational outcomes, the desired evaluation system should have the following characteristics:

1. provide information which stress program outcomes rather than processes;
2. permit measurement of the effectiveness of efforts in achieving projected program goals;
3. provide systematic feedback of relevant evaluative information to local schools;
4. be sufficiently flexible that it permits individual states to modify system components without impairing the integrity of the system; and
5. permit articulation with other program planning systems, including PPBS and manpower.

EVALUATION METHODS IN COMMON USE

Two common evaluation system methodologies, process evaluation and all-inclusive data banks, often used by state divisions of vocational education were considered in light of the required operational characteristics of the desired system.

Process evaluation. The evaluation methodology which has been used most by state divisions of vocational education is process evaluation in which organizational structures, education processes, equipment, and facilities are judged against preset standards. This type of evaluation has been used extensively for many purposes, including the allocation of state resources to local programs and the development of budget requests to the legislatures. Assessments of program adequacy are determined through judgmental procedures and the opinions of experts; and programs meeting standards are assumed to produce effective outcomes.

The review of process evaluation systems reveals that they do not provide quantitative information required for state level management functions. This evaluation methodology also has certain practical and methodological difficulties which reduce overall evaluation system efficiency. These methods require extensive local school visitation by state level personnel to secure evaluation data about programs, equipment and facilities. Such visitations require sizable investments in manhours and personnel so that it is both difficult and expensive for any state to conduct frequent evaluations.

All-inclusive data banks. Another approach to evaluation of vocational programs has enjoyed popularity. In this approach, data are collected and stored which appear to have logical relevance to decision-making requirements. No systematic attempt is made to define data needs in advance by reference to specific program planning or accountability requirements. Instead, data are accumulated in great variety with the expectation that any data needed later probably will be available in the bank.

This approach to providing decision-making information to program planners can be markedly inefficient. Not only does it require collection, processing and storage of data which, in large part, is not used, but the data bank very likely will require frequent additions to meet new, unanticipated questions. The costs, delays in planning operations, disruption of normal activities at data sources, complication of data processing routines, and uncertainty of results which can result from frequent additions or changes in data requirements suggest that a more efficient methodology should be employed.

This review of existing major methodological approaches to evaluation of vocational education convinced the project staff that, in order to successfully serve the purposes specified for the proposed system an alternative evaluation methodology had to be selected. An evaluation system methodology had to be selected which would be compatible with a systems approach to program planning. Thus, the project staff undertook the formulation of an evaluation system which would include:

1. program objectives and measurable goal statements;
2. a data set, instrumentation and procedures to measure the effectiveness of efforts to achieve specific program goals; and
3. the means by which the evaluation system would be articulated with larger management systems of state divisions of vocational education.

PROJECT ARRANGEMENTS AND OPERATING METHODS

A high level of involvement was solicited from various agencies, groups and individuals, most of whom were external to The Center. This was done to assure the development of a realistic evaluation system, to avoid duplication of efforts, and to maximize yield through an interdisciplinary approach to the total problem. At the outset of the project, cooperative agreements were established between The Center and the states of Colorado, Kentucky, and New Jersey whereby each director of vocational education identified a full-time evaluation specialist who then was jointly employed by the state and The Center. These specialists were available in their states and for work sessions at The Center to assist in the development of the conceptual framework, the instrumentation and procedures, and to act as liaison with state staffs during preliminary field testing within their states. Their participation in the project helped assure that the developing model reflected realistic, immediate and long-term evaluation requirements of the states.

From May of 1967 through June of 1968, work sessions were scheduled at The Center for the state evaluation specialists to meet with The Center project staff. At these meetings the state evaluation specialists reviewed the materials being developed at The Center. They assisted with the continuous process of reformulating and refining the conceptual scheme, the data system elements, and the evaluation instruments and procedures. Center personnel worked with state staffs in the pilot states during this period.

From July of 1968 to February, 1970 The Center project staff was engaged in completion of developmental activities required to finalize the system. This work was facilitated by significant inputs and reactions provided by state vocational education staff members from additional states, including Connecticut, and Michigan. Field test tryouts of system components were then conducted in local schools in Colorado and Michigan.

During early stages of the project, two advisory committees external to The Center reviewed project plans, evaluation materials and procedures and suggested alternative conceptual approaches. These committees were: an advisory committee selected by the National Association of State Directors of Vocational Education and a committee consisting of recognized authorities in the vocational education profession with expertise in such areas as administration, supervision, teacher education, and research. In addition, a third committee was consulted which was composed of Center specialists. The members of the two external committees and The Center committee are listed in Appendix A.

Inputs also were made by other expert sources external to The Center, including the staff of the United States Office of Education and the staff of other vocational education research and development centers. The report and recommendations of the National Advisory Council on Vocational Education were reviewed and the evaluation system's data set was formulated to include information needed by the states and the federal government for evaluation of vocational education.

The following project objectives were accomplished by the project staff with the assistance of the cooperating states, advisory committees and other persons external to The Center:

1. An evaluation system was conceptualized which could be integrated into management systems of state divisions of vocational education;
2. A set of program objectives was formulated which could be accepted by most state divisions of vocational education;
3. Quantitative statements of goals were developed by which achievement of the program objectives could be assessed;
4. The data set was formulated which was needed to measure the extent to which program goals are realized;
5. Instruments and procedures required to carry out statewide evaluation of vocational education programmatic effectiveness were completed; and
6. Field testing of the system was conducted in cooperating states.

EARLY DEVELOPMENTAL ACTIVITIES AND FIELD TEST EXPERIENCES

The evaluation system was conceptualized by the project staff. The overall conceptual framework and design characteristics of the system were reviewed and accepted by cooperating state staff and evaluation specialists, and the advisory committees.

Project staff formulated program objectives for consideration by state divisions of vocational education. The program objectives were periodically reviewed by the advisory committee of Center specialists, the external advisory committees, and the state evaluation specialists. Recommendations of these groups were influential in formulating six preliminary program objectives which then were sent (October 1967) for review to all state directors of vocational education and to head state supervisors of vocational education. In January of 1968, the returns from this national survey were compiled and a final set of four program objectives was produced which could be accepted by most states. Goal statements to assess achievement of the program objectives and required data for measuring the extent of goal accomplishments were then specified for the system.

Field tests of evolving evaluation system components were conducted in cooperating states in the Spring of 1968. Center project staff visited each state regularly to observe the system in trial, to consult with state personnel on problems and specifically to:

1. evaluate the relevance of the formulated program objectives, goal statements, and data set for state program planning purposes; and
2. identify the states' procedures for obtaining and reporting data required by the system.

These initial field test activities were carried out within the state agencies in cooperation with other state level governmental agencies. Field testing of the relevancy of program objectives, goal statements, and data requirements at the state vocational education agency level was considered to be a necessary precondition before the evaluation system could be tested statewide.

INITIAL FIELD TEST RESULTS

Relevance of system components for program planning. Professional staff in the cooperating states critically evaluated the program objectives, goal statements, and the data set for relevance to their own program planning needs. These system components went through a series of revisions by the project staff and evaluations by the state staffs during the field tests. Even so, a number of additional changes in the goal statements and the data were required before the system would have maximal effectiveness for program planning.

A study was made of the extent to which data already on file in the state vocational education agencies and in other state level agencies could be used to meet the evaluation system's data requirements. In many instances, data collected and organized to meet existing state requirements could not be used efficiently or reorganized to meet the requirements of the data system.

These field test experiences made it clear that an information flow procedure would also have to be developed for the evaluation system and that carefully designed evaluation instruments were required to collect essential data from local school sources. The new instruments would need to be articulated with state reporting requirements, meet technical standards essential for reliability of measurement, and be designed to collect data within an acceptable time frame.

SUBSEQUENT DEVELOPMENTAL ACTIVITIES AND FIELD TEST TRYOUTS

Initial field testing of the evaluation system provided the reality check needed for improving the model's efficacy and efficiency. After the results of the initial field tests were assessed, finalized goal statements were produced which assessed the extent to which program objectives were achieved. A data set was then formulated to measure the extent to which goals were accomplished. This data set underwent a number of revisions in order to make it compatible with state data requirements. Project staff completed the data set after receiving inputs and reactions from cooperating state staff evaluation specialists and individuals from the U.S. Office of Education.

Seven data collection instruments were developed to secure the evaluative data required by the system. Machine processing procedures, including data processing routines and computer programs were then developed by project staff for use with the data system.

Preliminary versions of the seven instruments were field tested in Colorado to identify problems in the items and format and to determine the time required to complete the various data forms. Respondents indicated that, in most instances, instrument length and the time required for their completion were very reasonable in comparison to other report forms prepared for state and federal agencies. State division of vocational education staff members in Connecticut also responded to revised program objectives, goal statements and the data set. Field test results were used to minimize the number of items, to revise item wording, and to improve format.

In December 1969, 1500 graduates of vocational programs in Colorado received the system's follow-up instrument, DF-6, *A Follow-Up Survey of Former Vocational Students*. The other instruments then were field tested in local Michigan schools in January 1970. The Michigan field tests involved 4,135 students enrolled in a total of 100 vocational education programs at the secondary, post-secondary, and adult levels in nine secondary and post-secondary schools. The data obtained in this field test tryout were machine processed to test the efficiency of the data processing routines and to produce computer printouts of data tables for review by the Michigan and Colorado state staffs.

SYSTEM DESIGN

SYSTEM DESIGN STRATEGY

An evaluation system capable of delivering the operational characteristics considered essential in the current situation of state vocational education planners must begin with a systems approach to state level evaluation of vocational education. This required that:

1. the evaluation problem be defined in terms of the purposes and expected outcomes of evaluation;
2. a conceptual model be developed which articulates evaluation with program planning procedures;
3. an information-measurement system be formulated to provide the particular data required for evaluative decisions about program outcomes;
4. feedback mechanisms be provided to permit monitoring of the effectiveness and efficacy of the information system in providing significant data for decision-making; and
5. since the evaluation system is only one part of a total program-planning system, the evaluation system be capable of articulation with other components (PPBS, for example) of a larger program-planning system.

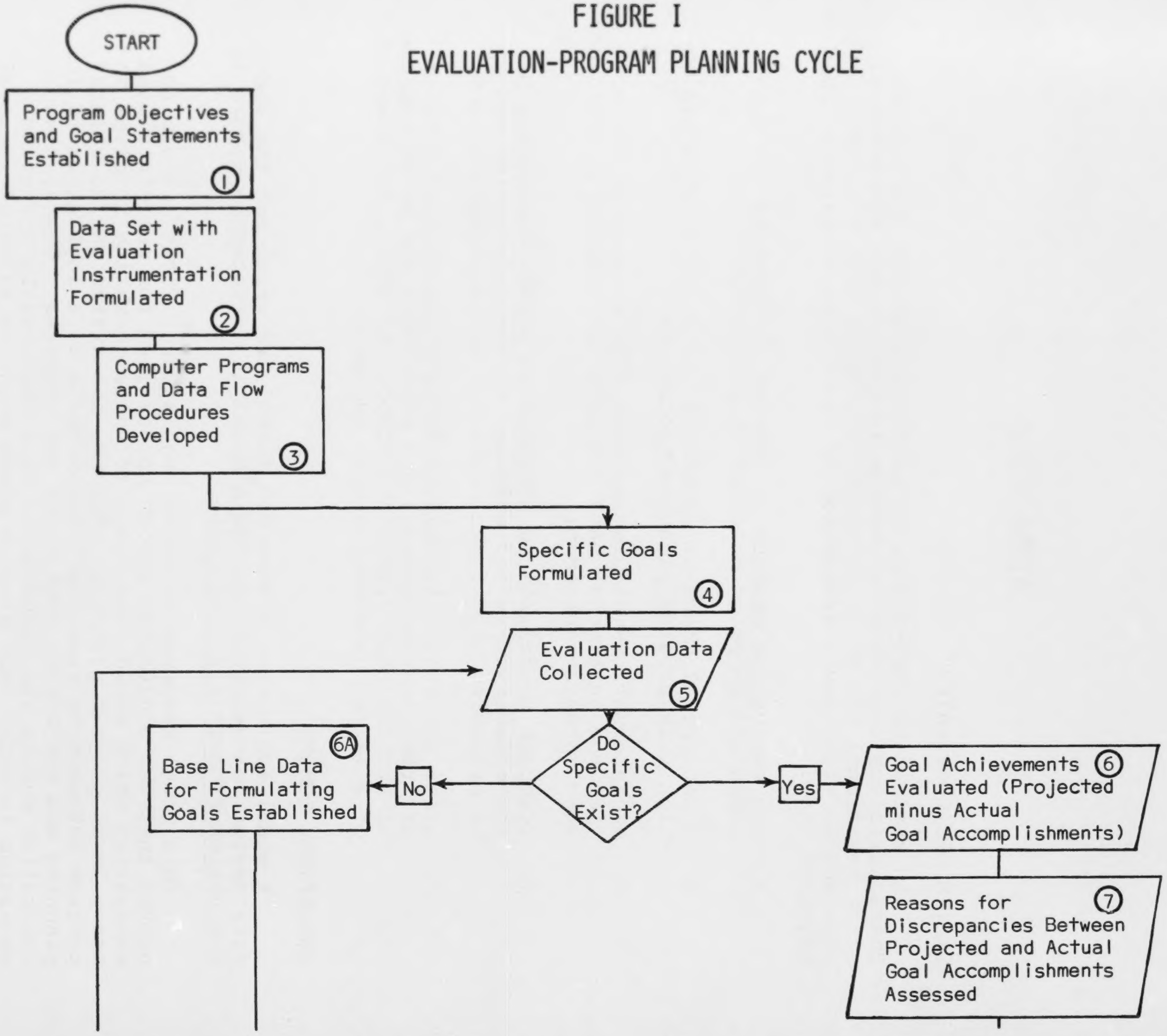
CONCEPTUAL SCHEME

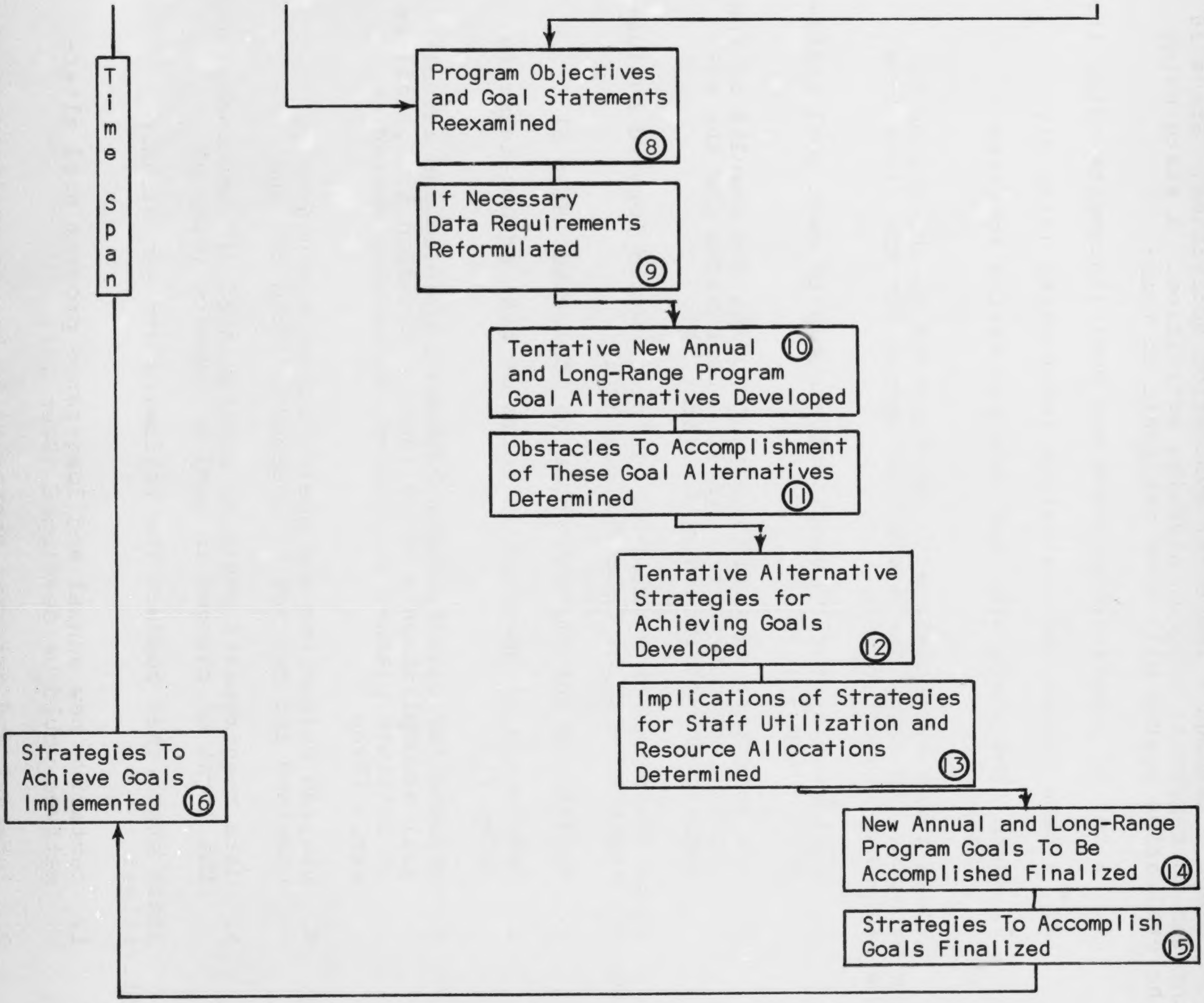
A model evaluation system was formulated which met the above five design characteristics. This model is depicted in Figure 1, Evaluation-Program Planning Cycle.

This model responds to three requisites. First, it was required that the evaluation system be designed for self-initiated evaluation which would contribute to decision-making involved in state level program planning. Second, the system was to relate program outcomes to specific program goals as a logical basis for planning and replanning activities and programs. Third, the evaluation system was required to be a continually operative mechanism in order that program plans might be adjusted whenever required by changes in the field situation. A description of the model follows.

FIGURE I

EVALUATION-PROGRAM PLANNING CYCLE


START
Program Objectives and Goal Statements Established ①
Data Set with Evaluation Instrumentation Formulated ②
Computer Programs and Data Flow Procedures Developed ③
Specific Goals Formulated ④
Evaluation Data Collected ⑤
Do Specific Goals Exist?
No
Yes
Base Line Data for Formulating Goals Established 6A
Goal Achievements Evaluated (Projected minus Actual Goal Accomplishments) ⑥
Reasons for Discrepancies Between Projected and Actual Goal Accomplishments Assessed ⑦


Time Span
Program Objectives and Goal Statements Reexamined ⑧
If Necessary Data Requirements Reformulated ⑨
Tentative New Annual and Long-Range Program Goal Alternatives Developed ⑩
Obstacles To Accomplishment of These Goal Alternatives Determined ⑪
Tentative Alternative Strategies for Achieving Goals Developed ⑫
Implications of Strategies for Staff Utilization and Resource Allocations Determined ⑬
New Annual and Long-Range Program Goals To Be Accomplished Finalized ⑭
Strategies To Accomplish Goals Finalized ⑮
Strategies To Achieve Goals Implemented ⑯

EVALUATION-PROGRAM PLANNING CYCLE

Steps 1 through 9 represent evaluation activities. Steps 10 through 15 represent program planning activities. A state using the evaluation system will have available to them:

1. a set of program objectives and goal statements (Step 1);
2. a data system and evaluation instruments (Step 2);
3. data flow procedures and data processing routines (Step 3).

These three system elements are provided to the states by the project. In using the evaluation system for the first time, the state has the option of:

1. assigning specific quantitative goals to each goal statement (Step 4); or
2. not assigning specific goals and using the results of the initial evaluation to establish benchmarks for the establishment of future goals (Step 6A).

State divisions of vocational education would forward evaluation instruments to local data sources and:

1. evaluative information would be collected (Step 5);
2. data would be analyzed in terms of goal accomplishments (Step 6);
3. reasons for discrepancies between projected and actual goal accomplishments would then be assessed i.e., failure to initiate planned strategies, unforeseen obstacles, etc., (Step 7);
4. program objectives and goal statements would be re-examined and revised if necessary (Step 8); and
5. data requirements would be reformulated, if necessary, in the light of changes in goal statements (Step 9).

State staff then conduct the following program planning activities:

1. tentative new annual and long-range program goal alternatives would be developed (Step 10);
2. internal and external obstacles to the accomplishment of tentative goal alternatives would be determined (Step 11);

3. tentative alternative strategies for achieving goals would be developed (Step 12);
4. implications of such strategies for staff utilization and resource allocations would be determined (Step 13);
5. new annual and long-range program goals to be accomplished would be finalized by state staff (Step 14); and
6. strategies to accomplish the agreed upon program goals would then be finalized (Step 15).

Following the program planning activities the state staff would implement the selected strategies for achieving the new goals (Step 16). After a time span, evaluation procedures (Steps 5 through 9) and program planning activities (Steps 10 through 15) would be recycled.

ILLUSTRATING THE EVALUATION-PROGRAM PLANNING CYCLE

The following illustration describes a specific application of the Evaluation-Program Planning Cycle described in Figure 1. Let it be assumed that a state has elected to accept program Objective One, goal statements M and N as provided by the project (Figure 2).

FIGURE 2

OBJECTIVE ONE

TO PROVIDE VOCATIONAL EDUCATION TO YOUTH AND ADULTS WHO WILL BE ENTERING THE LABOR FORCE AND TO THOSE WHO SEEK TO UPGRADE THEIR OCCUPATIONAL COMPETENCIES OR LEARN NEW SKILLS

GOAL STATEMENTS	
M	_____persons whose hourly wage for full-time employment falls below the federal minimum wage rate will be enrolled in vocational programs to increase their hourly earnings.
N	_____persons receiving public assistance will be enrolled in vocational programs.

Further let it be assumed that specific goals to be accomplished had been formulated. The evaluative personnel would then collect evaluative data (Step 5) and state staff would evaluate achievements made in accomplishing goals (Step 6). Information from local sources indicate the degree to which projected goals were achieved statewide, for each educational planning district, and for individual schools and programs. In the event that specific goals had not been formulated for statements M and N, Objective One, then the collected evaluative information would serve as benchmark data for formulating future goals (Step 6A).

Discrepancies between projected and actual goal accomplishments would then be reviewed by staff to determine possible causative factors (Step 7). If it was found that fewer economically disadvantaged adults were served than had been projected, staff might find that failure to reach goals was related to such things as: a) insufficient training stations being available to meet the demands of persons in the target populations seeking training (data obtained from evaluation instrument DF-3, item 50); or b) many economically disadvantaged adults enrolled in vocational training programs dropped out because of unavailability of transportation or inability to meet instructional and related costs (data obtained from evaluation instrument DF-5B, item 6).

State program planning staff would next reexamine program Objective One and goal statements M and N to determine their current relevance within the context of overall state agency priorities (Step 8). If it is judged that the program objectives and the goal statements continue to be appropriate areas of concern for the vocational agency, then the need for new data requirements to measure goal accomplishments would be assessed (Step 9) based on experiences with the data system. The reformulation of any data items would require careful attention to item construction and reliability and effects of item changes on time and effort for obtaining the data at local sources.

New annual and long-range program goal alternatives would then be developed for meeting the vocational training needs of the target population (Step 10). These alternatives might be developed after considerations are given to: a) present and projected size of the potential target populations, b) their present and projected geographic distribution within the state, c) the location of existing and projected training facilities, and d) the extent to which data are available for assessing the cost effectiveness and benefits of vocational training for these target populations as against other target populations of concern. In this system goal alternatives are developed for the state as a whole and for each educational planning district. After detailing alternative goals, state staff would think through existing and potential obstacles both internal and external to the state vocational agency, which might effect accomplishments of the various alternative goals (Step 11).

Obstacles to the accomplishment of the tentative alternative goals are determined before arriving at the finalized annual and long-range program goals which seem most realistic and attainable. Obstacles to goal accomplishments external to the state agency might include: a) experiences with attitudes of some local vocational administrators toward providing training stations for the target populations, b) experiences with efforts in trainee recruitment in areas of the state having significant numbers of economically disadvantaged persons, or c) the lack of training facilities which are within reasonable distance to the target populations. Obstacles to goal accomplishments internal to the state might include: a) limitations in money which will be available to assist local schools in initiating new programs or expanding existing programs to serve disadvantaged persons, or b) limited personnel to assist local district program planners in developing new programs or expanding training opportunities in existing programs for the target populations.

The next two steps in the Evaluation-Program Planning Cycle involve staff in developing and then assessing the implications of the several strategies designed to achieve the program goal alternatives. In step 12, strategies for achieving alternative program goals for goal statements M and N, Objective One, are developed. Staff will need to recognize that all plans of action have implications for staff utilization and resource allocations from the standpoint of the state vocational education agency as a whole, and for staff specifically concerned with the achievement of these particular program goals. Thus, state staff must carefully consider the implications for each of the proposed strategies (Step 13). In detailing the implications, consideration should be given to the interests and abilities of state staff who will be charged with carrying out strategies. After judging the relative goals, new annual and long-range program goals together with the strategies for their accomplishment are finalized (Steps 14 and 15). The strategies are implemented (Step 16) and after a planned time lapse, the evaluation phase is re-cycled beginning with Step 5.

In practice the planned orderly flow of activities which are to occur between Step 16--the implementation of strategies, and Step 5--the collection of evaluation data, are sometimes disrupted by unanticipated events. These might include staff turnover, cuts in budgetary appropriations, and changes in manpower demands. These unanticipated events could require changes in goals, strategies or both. If changes in planning do occur, they should be carefully documented so that programmatic results can be properly assessed.

The Evaluation-Program Planning Cycle described in Figure 1 provides for sequencing many major events when coordinating the evaluation system with a set of program planning procedures. The main point which should not be overlooked is the systematic manner in which the state agency proceeds in the evaluation and program planning cycle; that is, it starts with objectives, derives goal statements which explain how objectives are intended to be achieved, assigns specific goals--outcomes to be achieved, measures the degree of success in attaining goals, analyzes failures in goal attainment, and systematically initiates program planning procedures to redirect state agency efforts in achieving new annual and long-range goals.

SYSTEM ELEMENTS

PROGRAM OBJECTIVES AND GOAL STATEMENTS

The evaluation system required that a set of program objectives be formulated which define the programmatic thrusts of state divisions of vocational education. Then, for each objective, achievement of the goals constitutes achievement of the objective. Program objectives and goal statements must be formulated which reflect the program decision-requirements of the state agency.

The evaluation system allows for the development of program objectives, goal statements and data requirements independently by each state. However, in order to test the usefulness of the evaluation system and to provide all states with a workable starting point, a complete set of program objectives, goal statements and data requirements were developed as part of the project. The program objectives and goal statements are listed in Appendix B.

The project produced a set of four program objectives. These program objectives reflect desired outcomes for vocational education in terms of state and community interests and student benefits. A set of goal statements then was formulated for each program objective. These statements were designed to permit measurement of the extent to which:

1. target populations of concern to vocational educators are being served; and
2. local programs of vocational education assure program comprehensiveness, relevance to desired program outcomes, quality and accessibility.

The goal statements were carefully written to provide a basis for producing a body of core information required by state staff and the agencies and public to whom they are accountable.

The relationship of goal statements to program objectives is provided by the following example. Consider Objective Four "TO PROVIDE QUALITY VOCATIONAL EDUCATION WHICH MEETS THE VOCATIONAL ASPIRATIONS OF PEOPLE WHILE BEING COMPATIBLE WITH EMPLOYMENT OPPORTUNITIES." As stated, the objective is a summary of many specific goals. If we want to decide whether the objective has been met, it is necessary to examine numerous specific facts. The goal statements listed for Objective Four are the specific facts judged essential to a decision about achievement of the objective. Thus, among other facts, it is important to know (Goal H) what "percentage of persons completing vocational programs and seeking full-time employment actually find such employment within 'x' months after completing program requirements," and (Goal R) the extent to which local vocational program staff have "plans for securing manpower information as a means of estimating potential employment opportunities for program trainees." Once a state has determined its starting situation with respect to each goal related to an objective, it can set targets for the next period and assess improvements objectively.

FORMULATION OF A DATA SET

In this model, data requirements were derived systematically from evaluation purposes, program objectives and goal statements. In developing the data set, careful attention was directed toward selecting the minimum number of data elements which would assess the extent to which program goals were accomplished. This required the formulation and organization of a data set which would either directly, or through subsequent analyses, provide quantitative indicators of:

1. target population needs;
2. the effectiveness of training outcomes;
3. school and community characteristics; and
4. the relationships between vocational education program processes and training outcomes.

State-level program planners require evaluation results to plan and redirect agency activities and to selectively allocate the personnel and financial resources required to accomplish these activities. Therefore, the data set was organized in ways which would have the greatest usefulness for these management operations. The data system provides information about:

1. program sectors, i.e. public, private;
2. program levels, i.e. secondary, post-secondary, adult;
3. program areas, e.g. trade and industrial, agriculture;
4. facility types, e.g. area vocational school, secondary school;

5. student characteristics and experiences, e.g. equal opportunities data, cooperative work experiences; and

6. schools.

The data generated are organized and summarized to provide a picture of vocational education for the state as a whole, for educational planning districts, and for local schools. The term "educational planning district" as used in this project refers to regions within a state having common economic, geographic and population characteristics such that they warrant separate attention for program planning. A state using the evaluation system would determine the number and boundaries of its educational planning districts.

As the data set evolved, it was recognized that data inputs would be required from a variety of sources. These sources would include students and former students, school administrative and teaching personnel and state and local nonschool agencies. As a result of the potential complexities involved in obtaining such data, three efficiency factors received attention during the process of formulating the data set. These factors were:

1. the time frame required for collecting data;
2. the costs to the state agency of carrying out data collection procedures; and
3. personnel required to manage the data collections.

DATA COLLECTION INSTRUMENTS

The resultant data set has been incorporated in seven data-collection instruments which are found in Appendix C. These instruments are titled:

1. DF-1, *Vocational Program Status Report;*
2. DF-2, *General School Information Inventory;*
3. DF-3, *Specific Program Information Data For Secondary and Post-Secondary Instructional Programs;*
4. DF-4, *Specified Program Information Data Form For Adult Instructional Programs;*
5. DF-5A, *Student Information Card;*

   DF-5B, *Vocational Student Status Report;*

6. DF-6, *A Follow-Up Survey of Former Vocational Students;*

7. DF-7A--E, Additional Planning Data. These five data cards include:

    DF-7A, *Public Schools in Areas Identified as Economically Depressed;*

    DF-7B, *Public Secondary School Physically and Mentally Handicapped Enrollment Data;*

    DF-7C, *Number of Unemployed Heads of Households Receiving Public Assistance;*

    DF-7D, *Out-of-School Unemployed Handicapped Persons Seeking Employment Through State Agencies;* and

    DF-7E, *Occupations Paying Workers Less Than Federal Minimum Wage Rate.*

Four of the seven instruments are designed for completion by local school administrators and vocational teachers. Together, these four instruments (DF-1, DF-2, DF-3 and DF-4) provide information about the extent of vocational program offerings and local-level vocational education program planning. Two additional instruments (DF-5 and DF-6) provide data about students and former students. The seventh instrument (DF-7) completed by state evaluation personnel provides information relative to indices of target population size and needs. These seven instruments are described below.

(DF-1) *Vocational Program Status Report* is designed to secure information about the extent of vocational program offerings. Information is collected about reimbursed and nonreimbursed vocational programs. This form is completed once at the beginning of each school year by a school administrator or his designee. Private schools are requested to respond to selected items from this data form.

(DF-2) *General School Information Inventory* is designed to secure information about local vocational education program planning activities. It is completed once at the beginning of each school year by a school administrator or his designee.

(DF-3) *Specific Program Information Data For Secondary and Post-Secondary Instructional Programs* is designed to secure vocational education program information for all vocational programs at the secondary and post-secondary levels. This form is completed once at the beginning of each school year for every instructional program which is offered. Additional DF-3 forms are forwarded to the state office during a given school year whenever: a) a new instructional program is started; b) a new section of an already existing instruction program is started; or c) whenever an existing instruction program is offered at a different level e.g., when and existing instructional program at the secondary level is also offered at the post-secondary level. The DF-3 is completed by an administrator or a vocational teacher.

(DF-4) *Specific Program Information Data Form For Adult Instructional Programs* is designed to secure information about adult instructional programs. This form is completed once a year for each adult-level instructional program which is offered. Additional DF-4's are forwarded to the state office whenever a new instructional program is started or whenever an existing adult instructional program is recycled. This data form is completed by a vocational administrator or vocational teacher.

(DF-5A) *Student Information Card* and (DF-5B) *Vocational Student Status Report* are used to secure data on students' characteristics, and provide continuous monitoring of student status, and serve as a basis for selecting student samples for follow-up studies.

All students enrolled in vocational programs and having a vocational objective are expected to complete form DF-5A, *Student Information Card*. During the first year of operation, additional class time will be required to orient students to the purposes of the form and to assist students in obtaining social security numbers. Cards completed at the local school level are returned to the state agency. For each returned DF-5A card, a DF-5B, *Vocational Student Status Report* card is data processed. Each DF-5B card contains printed information to identify the student, school and program. DF-5B cards, after processing, are sent from the state vocational agency back to local school instructors responsible for vocational programs. It is then the responsibility of vocational instructors to return completed DF-5B cards to the state vocational agency either at the end of the school year or whenever there is a change in the enrollment status for any student.

(DF-6) *The Follow-Up Survey of Former Vocational Students* is designed to secure information from persons who completed their vocational instruction or terminated a program prior to completing program requirements. The student follow-up procedures are initiated by the state agency rather than by local school districts. The model permits the state agency to conduct comprehensive, long-term, follow-up studies of former students for specific state program planning purposes. The results of follow-up studies are designed to be transmitted back to local schools.

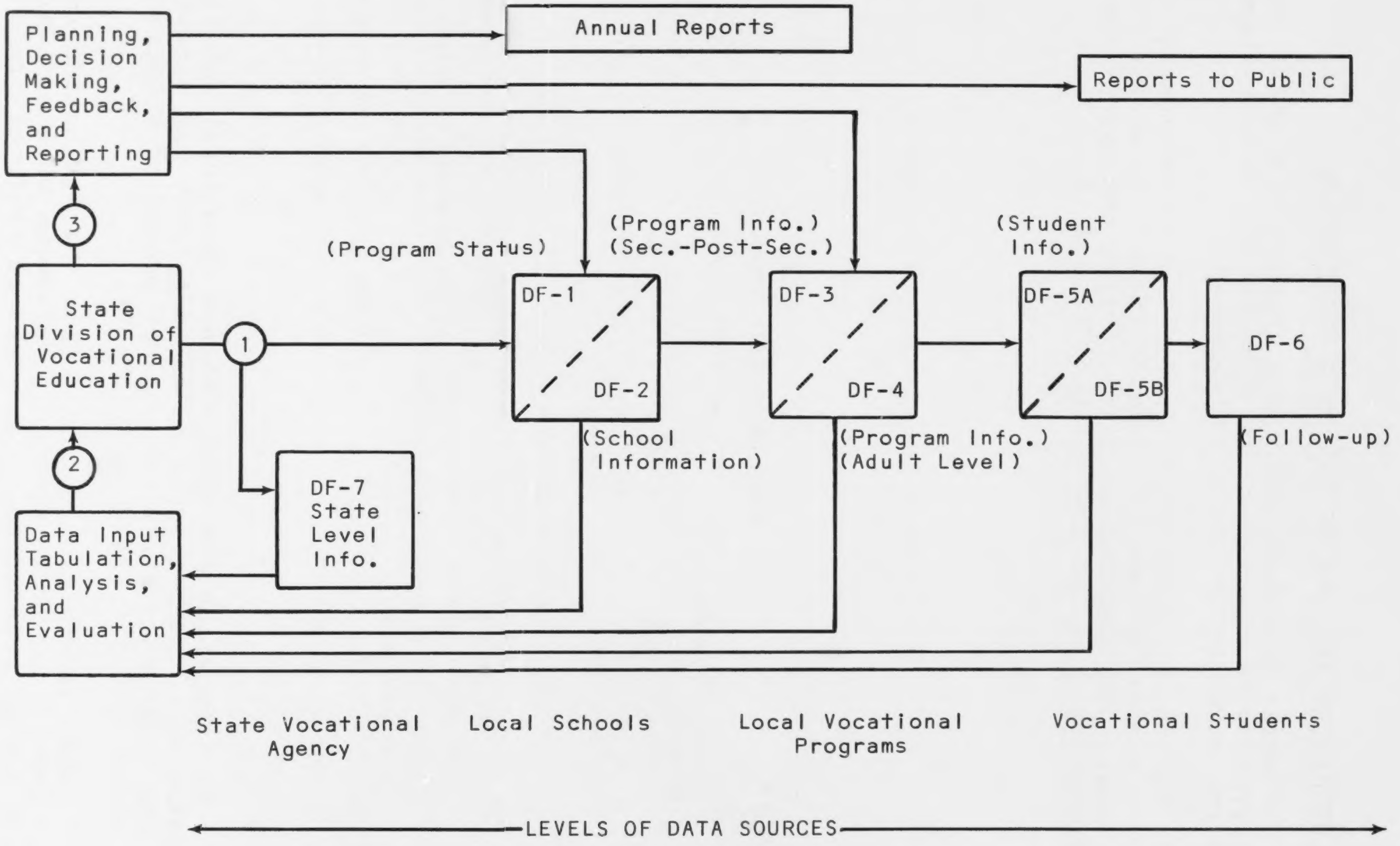
(DF-7A--E) Additional Planning Data is designed to provide information principally about target populations parameters, characteristics and needs. Data to complete this instrument are compiled by state agency evaluation personnel. Most of the data would be collected from other state agencies.

States using this instrument may find that some of the data either cannot be obtained or, data which exist in other agencies are not compatible with the needs of this system. Instrument DF-7 should be viewed only as an initial framework or starting point for collecting data from other agencies which would be of value in setting annual and long-range program goals. Much inter-agency cooperation, coordination and hard work will be required to achieve the kind of sophisticated population manpower and economic data which can be mutually advantageous to the evaluation and program planning efforts of the state vocational agency and its cooperating state agencies. The Center has initiated projects in the areas of manpower forecasting and educational planning which should, in time, assist in formulating a more comprehensive DF-7 instrument.

In developing the data collection instruments, careful attention was paid to the information flow requirements of the system. Figure 3 depicts this Information Flow. It should be noted that evaluative data flows from local school sources to the state vocational agency with feedback of pertinent data to local schools for use in their planning purposes.

FIGURE 3

INFORMATION FLOW
STATE EVALUATION SYSTEM FOR VOCATIONAL EDUCATION



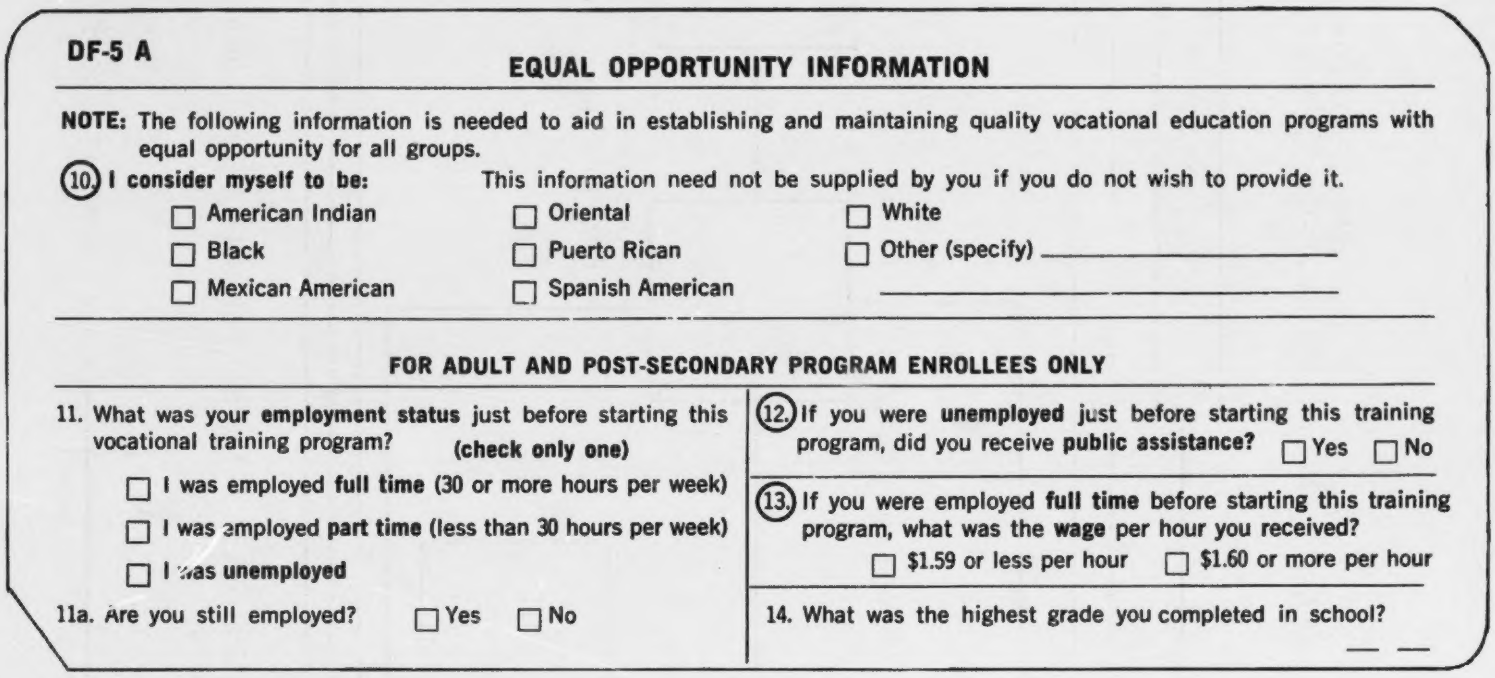
ILLUSTRATING THE USE OF THE DATA INSTRUMENTS

Program Objective One, goal statements M and N (Figure 2) are concerned with the numbers of economically disadvantaged adults who are enrolled in vocational programs.

Having set specific goals for these statements, the state agency wishes to know if it has achieved its aims. Information to answer the question is obtained from the use of the Student Information Card (Figure 4) items 12 and 13.

FIGURE 4

STUDENT INFORMATION CARD--SIDE 2



DF-5 A

EQUAL OPPORTUNITY INFORMATION

NOTE: The following information is needed to aid in establishing and maintaining quality vocational education programs with equal opportunity for all groups.

⑩ **I consider myself to be:** This information need not be supplied by you if you do not wish to provide it.

☐ American Indian
☐ Black
☐ Mexican American
☐ Oriental
☐ Puerto Rican
☐ Spanish American
☐ White
☐ Other (specify) ____________________
____

FOR ADULT AND POST-SECONDARY PROGRAM ENROLLEES ONLY

11. What was your **employment status** just before starting this vocational training program? **(check only one)**

☐ I was employed **full time** (30 or more hours per week)
☐ I was employed **part time** (less than 30 hours per week)
☐ I was **unemployed**

11a. Are you still employed? ☐ Yes ☐ No

⑫ If you were **unemployed** just before starting this training program, did you receive **public assistance?** ☐ Yes ☐ No

⑬ If you were employed **full time** before starting this training program, what was the **wage** per hour you received?
☐ $1.59 or less per hour ☐ $1.60 or more per hour

14. What was the highest grade you completed in school? __ __

By tabulating the data obtained from local schools, the vocational education agencies can determine the extent to which it has achieved its present goal of providing vocational education to these specific target populations.

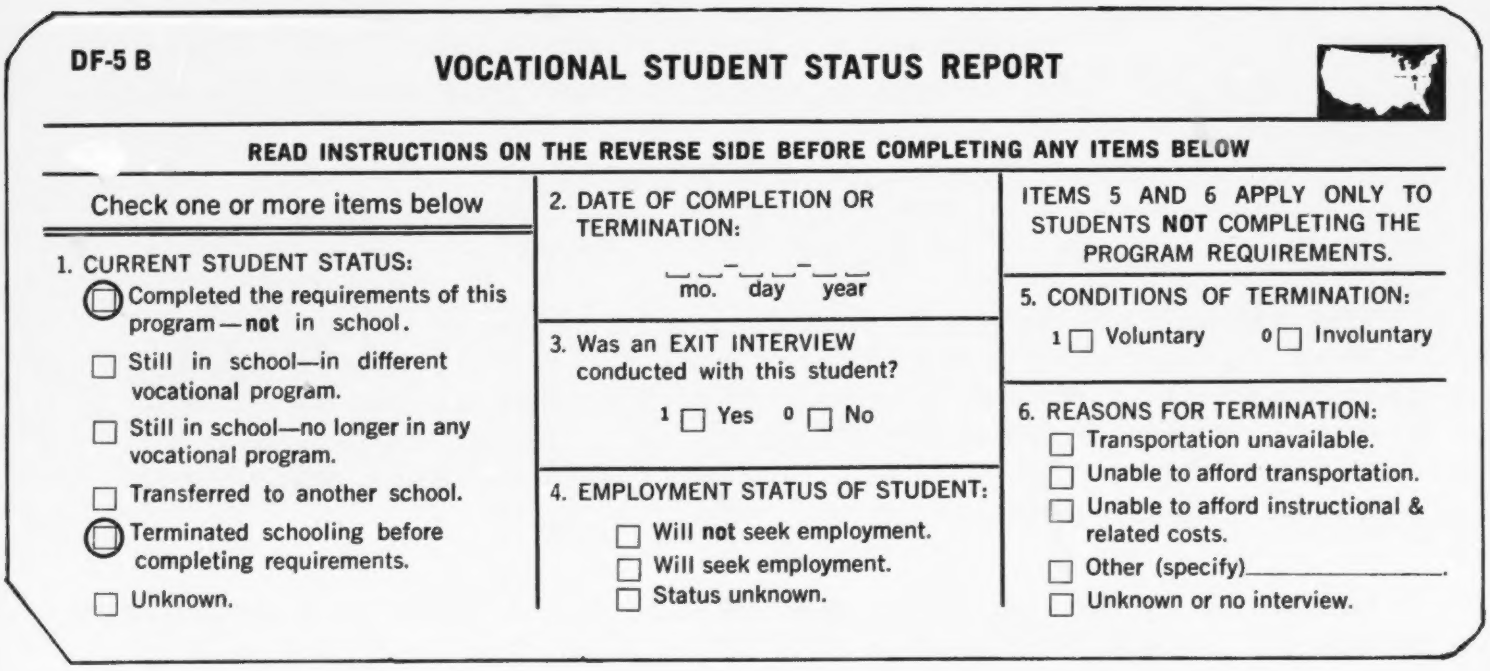
Other information obtained from the evaluation instruments will permit the state agency to determine whether training for these target populations took place in regional areas of concern, e.g., specific educational planning districts identified economically depressed areas.

Suppose, as an outcome of training, the state agency is concerned with the effectiveness of vocational education in increasing the economic well-being (wages) of economically disadvantaged persons; economically disadvantaged in the sense of either being welfare recipients or having been previously employed at a wage rate below the federal minimum wage standard. Our next step would be to conduct a follow-up study of former students identified as coming from these target populations. This would be accomplished by drawing a sample of former students identified from the *Student Information Card* (DF-5A). The *Vocational Student Status Report* (DF-5B) (Figure 5) permits breaking down the total sample of these identified former students into subgroups by program including those who completed their training (item 1), those who participated in out-of-class vocational experiences (item b), and those who received specialized remedial instruction during their vocational training (item c). Further, it can be determined if these economically disadvantaged persons are also members of minority groups. This information is gathered from the *Student Information Card* (DF-5A) (Figure 4, item 10).

FIGURE 5

VOCATIONAL STUDENT STATUS REPORT

SIDE I



DF-5 B

VOCATIONAL STUDENT STATUS REPORT

READ INSTRUCTIONS ON THE REVERSE SIDE BEFORE COMPLETING ANY ITEMS BELOW

Check one or more items below

1. CURRENT STUDENT STATUS:
   - ☐ Completed the requirements of this program — **not** in school.
   - ☐ Still in school—in different vocational program.
   - ☐ Still in school—no longer in any vocational program.
   - ☐ Transferred to another school.
   - ☐ Terminated schooling before completing requirements.
   - ☐ Unknown.

2. DATE OF COMPLETION OR TERMINATION:

   __ __ - __ __ - __ __
   mo. day year

3. Was an EXIT INTERVIEW conducted with this student?

   1 ☐ Yes 0 ☐ No

4. EMPLOYMENT STATUS OF STUDENT:
   - ☐ Will **not** seek employment.
   - ☐ Will seek employment.
   - ☐ Status unknown.

ITEMS 5 AND 6 APPLY ONLY TO STUDENTS **NOT** COMPLETING THE PROGRAM REQUIREMENTS.

5. CONDITIONS OF TERMINATION:

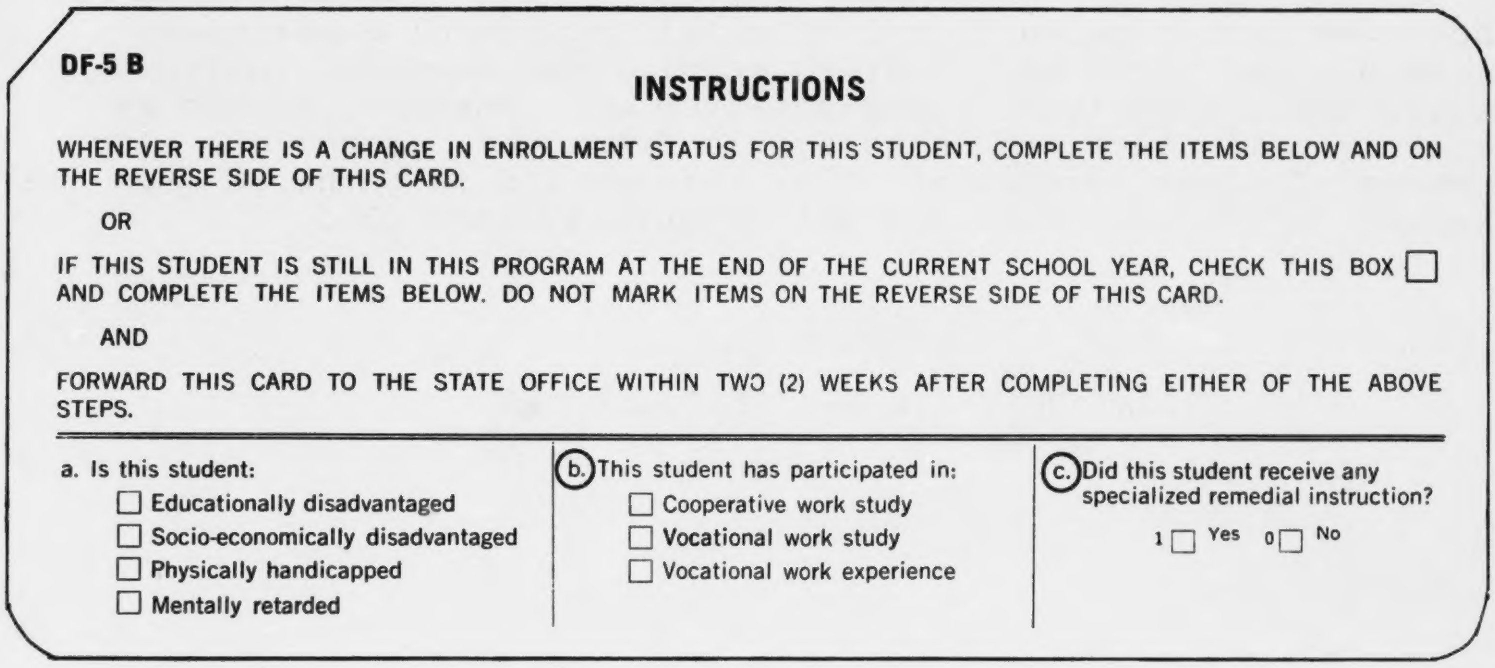
   1 ☐ Voluntary 0 ☐ Involuntary

6. REASONS FOR TERMINATION:
   - ☐ Transportation unavailable.
   - ☐ Unable to afford transportation.
   - ☐ Unable to afford instructional & related costs.
   - ☐ Other (specify)_______________.
   - ☐ Unknown or no interview.

FIGURE 5 CONTINUED

VOCATIONAL STUDENT STATUS REPORT

SIDE 2



DF-5 B

INSTRUCTIONS

WHENEVER THERE IS A CHANGE IN ENROLLMENT STATUS FOR THIS STUDENT, COMPLETE THE ITEMS BELOW AND ON THE REVERSE SIDE OF THIS CARD.

OR

IF THIS STUDENT IS STILL IN THIS PROGRAM AT THE END OF THE CURRENT SCHOOL YEAR, CHECK THIS BOX ☐ AND COMPLETE THE ITEMS BELOW. DO NOT MARK ITEMS ON THE REVERSE SIDE OF THIS CARD.

AND

FORWARD THIS CARD TO THE STATE OFFICE WITHIN TWO (2) WEEKS AFTER COMPLETING EITHER OF THE ABOVE STEPS.

a. Is this student: ☐ Educationally disadvantaged ☐ Socio-economically disadvantaged ☐ Physically handicapped ☐ Mentally retarded	b. This student has participated in: ☐ Cooperative work study ☐ Vocational work study ☐ Vocational work experience	c. Did this student receive any specialized remedial instruction? 1 ☐ Yes 0 ☐ No

The target population sample would receive Form DF-6, *A Follow-Up Survey of Former Vocational Students*. Data about post-training earnings would then be secured from items 9, 12 and 17 of the follow-up instrument (Figure 6). These items provide information about the initial, highest and present wages for persons in target populations.

The data system and the manner in which data are organized in terms of local to state summations also permits the state agency to determine what vocational programs, by regions, and specific schools, were most successful in providing the target populations with skills which led to higher earnings.

FIGURE 6

DF-6 A FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

Item 9

9. What was your **beginning hourly wage** on your **first full-time** job since leaving this vocational program?

(Check only one box)

1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour

Item 12

12. What is the **most** you have earned on a **full-time** job since leaving this program?

(Check only one box)

1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour

Item 17

17. What **wages** are you presently earning?

check **one** box below

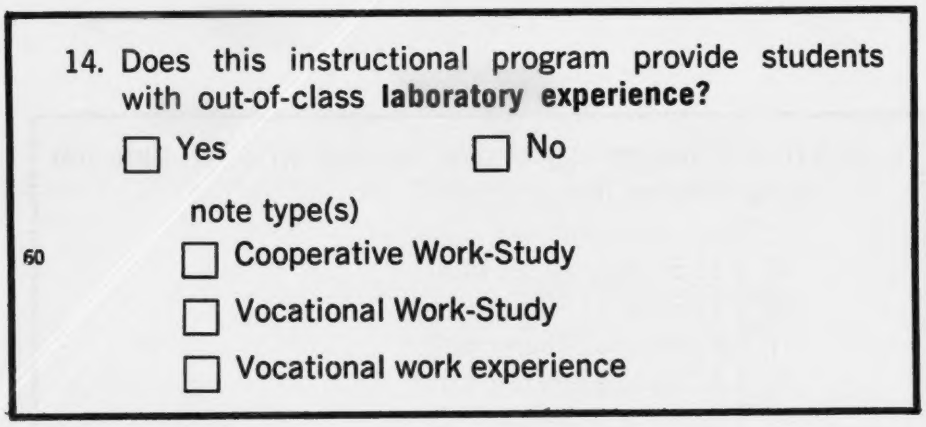
36 1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour

RELATIONSHIPS OF DATA ITEMS TO GOAL STATEMENTS

Appendix B indicates the relationships of specific data items to goal statements. Other items in the data instruments are used to provide qualifying information relative to the data items which specifically relate to goal statements. The data items which provide qualifying information assist in increasing the meaningfulness of the basic data. An example of a data item which directly relates to a goal statement is item 14 in evaluation instrument DF-3, *Specific Program Information Data For Secondary and Post-Secondary Instructional Programs*. Item 14 provides the response to goal statement C of Objective Four; "_____ vocational programs will have students involved in cooperative or other out-of-class work experiences." (Figure 7)

FIGURE 7

DF-3 SPECIFIC PROGRAM INFORMATION DATA FOR SECONDARY AND POST-SECONDARY INSTRUCTIONAL PROGRAMS
Item 14



14. Does this instructional program provide students with out-of-class **laboratory experience?**

☐ Yes ☐ No

note type(s)

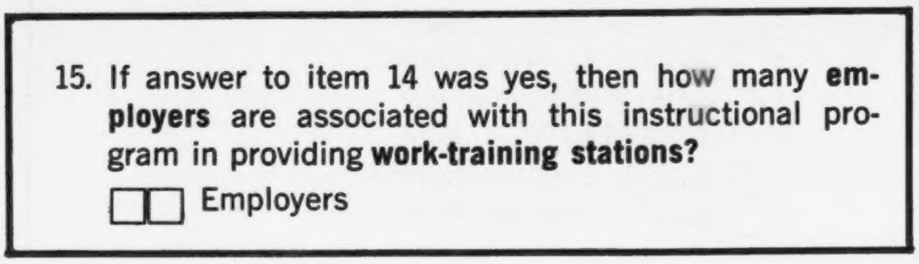
60 ☐ Cooperative Work-Study

☐ Vocational Work-Study

☐ Vocational work experience

FIGURE 8

DF-3 SPECIFIC PROGRAM INFORMATION DATA FOR SECONDARY AND POST-SECONDARY INSTRUCTIONAL PROGRAMS
Item 15



15. If answer to item 14 was yes, then how many **employers** are associated with this instructional program in providing **work-training stations?**

☐☐ Employers

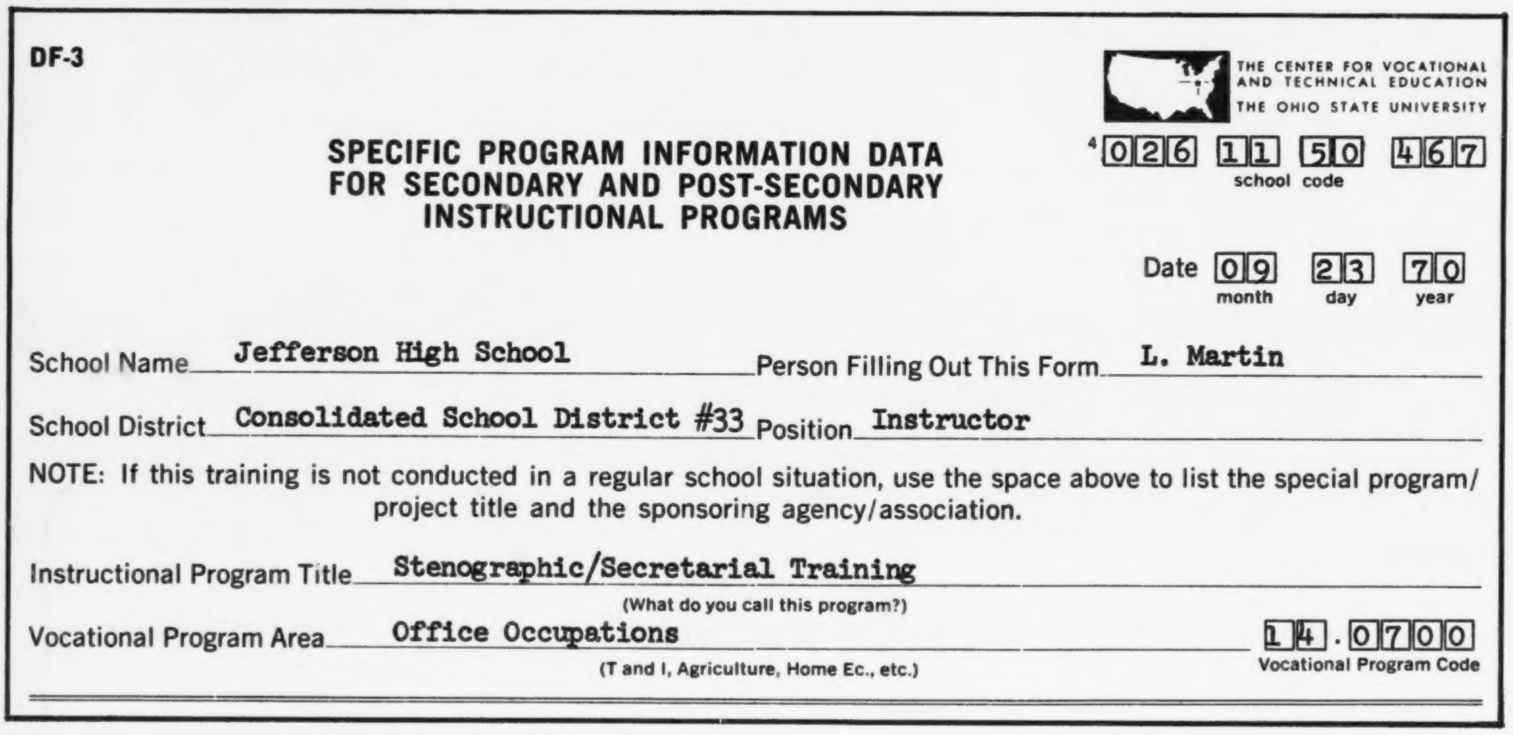
Item 15 in evaluation instrument DF-3, *Specific Program Information Data For Secondary and Post-Secondary Instructional Programs*, further qualifies the basic evaluative data by indicating the number of employers actually providing cooperative work-training stations (Figure 8).

CODING SCHOOL, PROGRAM AND STUDENT INFORMATION

The data instruments use a coding system for accurate identification of schools, vocational programs and students. Identifying schools and vocational programs by codes are illustrated in Figure 9.

FIGURE 9

ILLUSTRATION OF SCHOOL AND VOCATIONAL PROGRAM CODES



DF-3

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

SPECIFIC PROGRAM INFORMATION DATA FOR SECONDARY AND POST-SECONDARY INSTRUCTIONAL PROGRAMS

4 026 11 50 467
school code

Date 09 23 70
month day year

School Name **Jefferson High School** Person Filling Out This Form **L. Martin**

School District **Consolidated School District #33** Position **Instructor**

NOTE: If this training is not conducted in a regular school situation, use the space above to list the special program/project title and the sponsoring agency/association.

Instructional Program Title **Stenographic/Secretarial Training**
(What do you call this program?)

Vocational Program Area **Office Occupations** 14.0700
(T and I, Agriculture, Home Ec., etc.) Vocational Program Code

Description of School and Vocational Program Codes

School Code

026-11-50-467 -- Complete Identification Code

026 -- County Number
11 -- Educational Planning District Number
5 -- School Facility Type
0 -- Public School
467 -- School Building Number

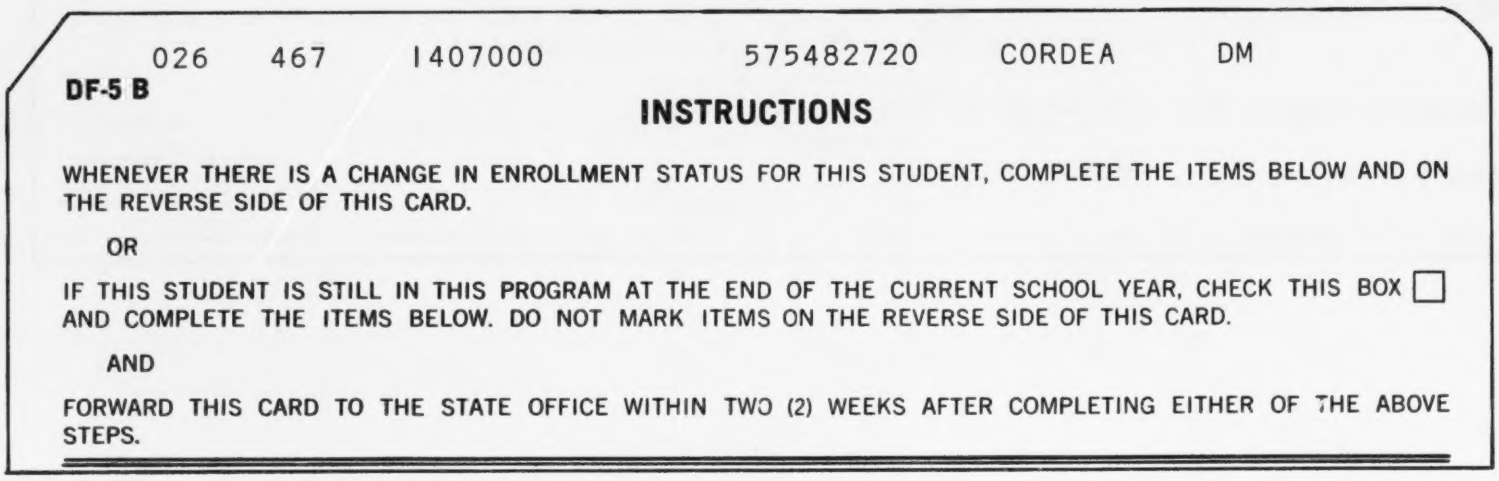
Vocational Program Code

14.0700 -- Program Identification Code
14. -- Vocational Program Area Code (Office Occupations)
.0700 -- Instructional Program Code (Steno--Secretarial)

Coding procedures are also used to identify student information. For example, DF-5B *Vocational Student Status Report*, contains coded information to identify students by school and program (Figure 10).

FIGURE 10

CODING FOR VOCATIONAL STUDENT STATUS REPORT



026 467 1407000 575482720 CORDEA DM

DF-5 B

INSTRUCTIONS

WHENEVER THERE IS A CHANGE IN ENROLLMENT STATUS FOR THIS STUDENT, COMPLETE THE ITEMS BELOW AND ON THE REVERSE SIDE OF THIS CARD.

OR

IF THIS STUDENT IS STILL IN THIS PROGRAM AT THE END OF THE CURRENT SCHOOL YEAR, CHECK THIS BOX ☐ AND COMPLETE THE ITEMS BELOW. DO NOT MARK ITEMS ON THE REVERSE SIDE OF THIS CARD.

AND

FORWARD THIS CARD TO THE STATE OFFICE WITHIN TWO (2) WEEKS AFTER COMPLETING EITHER OF THE ABOVE STEPS.

Description of Imprinted Student Identification Data

026 -- County Number

467 -- School Building Number

1407000 -- Complete Vocational Program Code

14. -- Vocational Program Area Code (Office Occupations)
.0700 -- Instructional Program Code (Steno--Secretarial)
0 -- Regular Vocational Program

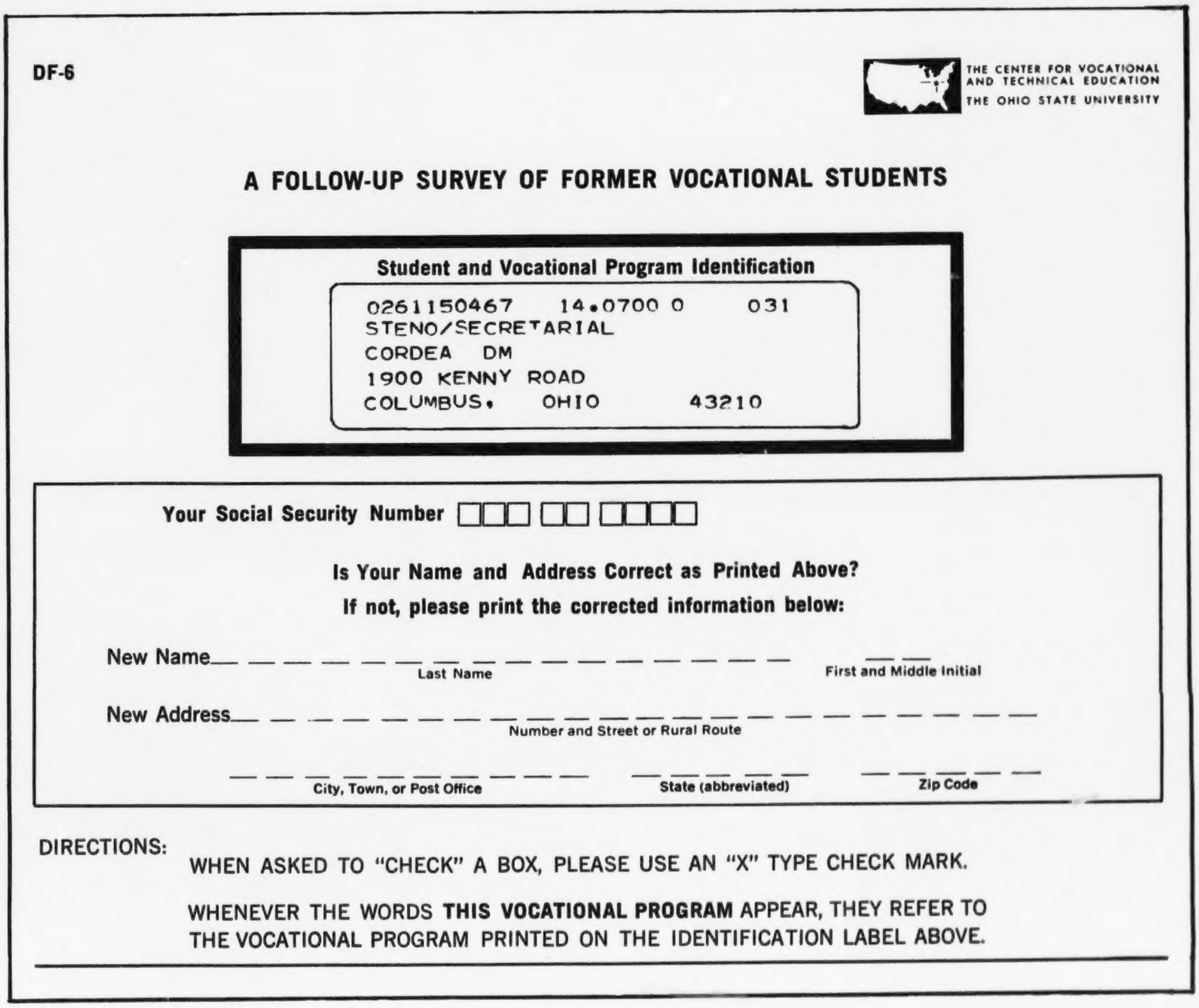
575482720 -- Social Security Number

Cordea DM -- Name of Student

Another illustration of coding school, program, and student information is found on the Student and Vocational Program Identification Label which is affixed to Form DF-6, *A Follow-Up Survey of Former Vocational Students* (Figure 11).

FIGURE 11

ILLUSTRATION OF FOLLOW-UP SURVEY IDENTIFICATION LABEL



DF-6

THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

A FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

Student and Vocational Program Identification

0261150467 14.0700 0 031
STENO/SECRETARIAL
CORDEA DM
1900 KENNY ROAD
COLUMBUS, OHIO 43210

Your Social Security Number ☐☐☐ ☐☐ ☐☐☐☐

Is Your Name and Address Correct as Printed Above?

If not, please print the corrected information below:

New Name ____________________ Last Name ____ First and Middle Initial

New Address ________________________ Number and Street or Rural Route

__________ City, Town, or Post Office _____ State (abbreviated) _____ Zip Code

DIRECTIONS:

WHEN ASKED TO "CHECK" A BOX, PLEASE USE AN "X" TYPE CHECK MARK.

WHENEVER THE WORDS **THIS VOCATIONAL PROGRAM** APPEAR, THEY REFER TO THE VOCATIONAL PROGRAM PRINTED ON THE IDENTIFICATION LABEL ABOVE.

Description of Coding on DF-6, Follow-Up Survey Identification Label

0261150467 -- Complete School Code

026 -- County Code
11 -- Education Planning District Number
5 -- Facility Type
0 -- Public School
467 -- School Building Number

14.07000 -- Vocational Program Code

14. -- Vocational Program Area Code (Office Occupations)
.0700 -- Instructional Program Code (Steno--Secretarial)
0 -- Regular Vocational Program

031 -- Student Characteristics Code

0 -- Sex, Female
3 -- 12th Grade Highest Grade Completed
1 -- Completed Program Requirements

Steno/Secretarial -- Vocational Program Title

Cordea DM -- Name of Former Student

Address -- Last Known Mailing Address

MACHINE PROCESSING PROCEDURES

The data collection instruments are designed for machine processing and data analyses. The use of machine processing will permit analyses of the relationships between students' characteristics, program processes, and outcome indices. It also will permit rapid retrieval of information by various data breakdowns which would be of concern to state and local level program planners.

Data processing routines and computer programs were developed by Center project staff and are available to any state upon request. These routines and programs maximize the use of off-line equipment and minimize the use of computer time in order to increase system flexibility and reduce system costs to the states.

The organization of data calls for all program and student information required by the data system be collected at the local school level. These data are then summarized by instructional program and program area for all schools within an educational planning district. Education planning district totals are summed in turn to provide the total state data picture. Computer printouts are designed to provide state and local level program planners with data summaries which are in a format useful to them.

These computer printouts consist of seven basic tables. The seven tables are labeled:

Table 1 -- State Summary of Goals and Accomplishments by Objectives

Table 2 -- Part A -- Vocational Program Enrollment

Part B -- Equal Opportunity Information

Table 3 -- Vocational Program Data for Evaluation and Reporting

Table 4 -- Vocational Enrollment and Characteristic Data

Table 5 -- School Data for Evaluation and Reporting

Table 6 -- Follow-Up Survey, Completions -- Part A -- breakdowns by sex

Part B -- totals

Table 7 -- Follow-Up Survey, Terminations -- Part A -- breakdowns by sex

Part B -- totals.

These seven tables are found in Appendix D.

DESCRIPTION OF COMPUTER PRINTOUT TABLES

Table 1, a *State Summary of Goals and Accomplishments by Objectives*, contains three major column headings. These are titled: 1) *Goals for Fiscal Year*, 2) *Goal Achievements*, and 3) *Projected Goals*. Goals for each goal statement appear under the column, *Goals for Fiscal Year*. The goals for each goal statement are given for the state and for each educational planning district. Under the column for *Goal Achievements* are listed the actual goal accomplishments for each goal statement for the state and each educational planning district. Discrepancies between projected goals and goal accomplishments also appear under this column. The column headed *Projected Goals* is to be completed initially by state program planning personnel. Space is left for entering projected goals for the next school or fiscal year and for entering long-term goal projections. The projected goals for each goal statement for next year for the state and the educational planning districts are then programmed to appear the following year next to the goal statements appearing in the *Goals for Fiscal Year* column.

Table 2A, *Vocational Program Enrollment*, provides summaries of vocational program enrollments as they are processed from evaluation instruments DF-3 and DF-4. This enrollment information can be used for early reporting of program enrollments and serves as a check on the number of DF-5A cards which should be returned to the state office for processing. Elective enrollments do not appear on this table. Table 2A contains enrollment data which are first summarized for instructional programs within each school by program level. These data are then summed by instructional program and program area by program level for each educational planning district. The educational planning district totals are then summed to provide a state summary of enrollments.

Table 2B contains *Equal Opportunity Information* which is reported using information from instrument DF-5A. The identified groups, e.g. American Indian, Black, White, etc., are provided for illustrative purposes. A state may substitute other groups which are more representative of local target populations. These data are first reported by instructional programs within each school by program level. The data are then summed by instructional program and program area by program level for each educational planning district. The educational planning district totals are then summed to provide a state summary of equal opportunity information.

Table 3, *Vocational Program Data for Evaluation and Reporting*, provides summary data for goal statements and additional related information which are applicable to vocational programs. These summaries are processed from evaluation instruments DF-3 and DF-4. Summary data are first reported for instructional programs within each school by program level. The data are then summed by instructional program and program area by program level for each educational planning district. The educational planning district totals are then summed to provide a state summary of vocational program data.

Table 4, *Vocational Student Enrollment and Characteristic Data*, provides summaries of selected vocational program student enrollment and characteristic data as they are processed from evaluation instruments DF-5A and DF-5B. Student enrollment and characteristic data are first summarized for instructional programs within each school by program level. These data are then summed by instructional program and program area for each educational planning district. The educational planning district totals are then summed to provide a state summary of student enrollment and characteristic data.

Table 5, *School Data for Evaluation and Reporting*, provides summary data about goal statements and additional related information which are applicable to schools rather than instructional programs. These summaries are processed from evaluation instruments DF-1 and DF-2. Summary data are first reported by school building number within each educational planning district. Educational planning district totals are then summed to provide a state summary of school data.

Tables 6A and 6B and 7A and 7B are composed of two tables having a similar format. Table 6 is a *Follow-Up Survey of Completions*, and Table 7A, a *Follow-Up Survey of Terminations*. These tables provide summaries of the results of state initiated follow-up studies. Data to complete these summaries are obtained from the processing of the follow-up evaluation instrument, DF-6. To interpret these tables it is necessary for evaluation staff to describe the sample used in any particular follow-up study and to enter the description in the table. Examples of sample descriptions might be: 1) a six-month initial follow-up of June 1970 graduates of all secondary schools; or 2) a follow-up of June 1970 program dropouts from adult programs in educational planning districts 1 and 5. Data are summarized for instructional programs within each school by program level. These data are then summed by instructional program and program area for program levels for each educational planning district. The educational planning district totals are then summed to provide a state summary of follow-up information.

Tables 2 through 7 provide data findings directly related to the program goals and goal statements formulated by the state staff. Other information reported in these tables provide state staff with qualifying data which increase the meaningfulness of the data which directly reflect program goal statements.

USE OF REPORTS AT THE STATE LEVEL

The state director of vocational education and his staff would use Table 1 of the computer printouts to obtain a summary of goal accomplishments during the year for the state as a whole and for each educational planning district. This Table serves as the basic table against which to assess the programmatic effectiveness of vocational education efforts. Data in Table 1 indicate the extent to which projected vocational education goals were achieved. Thus, the data summarized in this computer printout provide the state staff with basic information needed to prepare more detailed reports for policy-making groups and for state and federal agencies.

Evaluative data contained in Tables 2 through 7 are used by the state staff to assist them in their program planning responsibilities. These tables contain detailed breakdowns for all data within the data set. These tables are arranged so that state staff can determine data outcomes as they occur for each vocational program by level for each local school building. Local data are summed to provide a similar data picture for each educational planning district. Educational planning district data totals are summed in turn to provide the state data picture. Individual service areas or organizational units within the state division of vocational education can be supplied with computer printouts of concern to them. These data summaries will be of assistance to state personnel in their program planning efforts and supervisory responsibilities. For example, the data resulting from follow-up studies can be used by state supervisors to determine which local schools or educational planning districts might require special attention to improve vocational program outcomes. State supervisory personnel by reviewing the computer printout tables can also determine what additional efforts need to be directed to accomplishing divisional priorities e.g. increase program enrollments for target populations, assist local schools in developing articulated academic and vocational curriculum, provide leadership in establishing new or expanded program offerings.

SELECTED ASPECTS OF SYSTEM IMPLEMENTATION

SECURING LOCAL PARTICIPATION

Successful implementation of the state evaluation system by the state vocational agency requires the cooperation of the local schools and other agencies who will be providing evaluation data. Thus, it is essential that key local level personnel be involved in the implementation process. It would be beneficial to have vocational division evaluation personnel sponsor orientation meetings to inform local agency personnel concerning:

1. the purposes of the evaluation system;
2. the procedures for completing data forms;
3. feedback procedures; and
4. the potential usefulness of the system for local program planning.

Orientation time should include a discussion of time and effort required of local staff to complete state evaluation data forms. Common complaints from local school people about state level surveys are concerned with the continual duplication of information requested and the failure to receive any feedback on the results of studies in which they participate. This evaluation system is designed to ease potential friction over these two points. Through the consolidation and streamlining of the states' vocational information reporting system into a series of integrated data forms, the bothersome duplication of requests is substantially reduced. In this system it is recommended that each local school receive detailed printouts summarizing the data which it supplied to the state vocational agency and printouts summarizing data for the educational planning district in which the school is located. Another function of such orientation meetings is to solicit suggestions from participants concerning procedural aspects for local participation and to determine if additional evaluation data ought to be included in the data system which would be of value to local program planners.

Periodic meetings with local personnel would be useful once the system is installed and operating. These meetings would be used to:

1. inform participants of evaluation results;
2. describe anticipated changes in procedures or in the data system; and
3. solicit reactions and suggestions for the system's improvement.

ADAPTING THE SYSTEM TO MEET STATE REQUIREMENTS

The specific content of evaluation instrument items, program objectives, and goal statements was determined by the project and outside reviewers to be a useful starting point for the majority of the states. It is recognized that certain adaptations may possibly have to be made by individual states. This section will discuss procedures to follow for including additional items of local interest or necessity, but at the same time maintaining the integrity of the overall evaluation system.

Program objectives and goals. Criteria for determining the data collected in the system is based on their relevance to a series of major program objectives for vocational education in the state expressed in the form of measurable program goal statements. A review of the evaluation system's existing program objectives and goal statements to determine their acceptability is the first step in the *Evaluation-Program Planning Cycle* (Figure 1). The program objectives are intended to be general overall statements of the mission for vocational education in the state as an expression of its philosophy of vocational education. State revision of program objectives should be done with this perspective in mind. The specific goal statements are used for quantitatively assessing program objective accomplishments. Goal statements should have measurable outcomes, be representative of areas of special concern, and be used to provide data for program evaluation and planning.

Data items. In developing specific data items the evaluation staff will need to make a determination as to whether it is reasonable to expect school personnel to provide requested data. In writing specific additional items, the evaluation staff will need to determine the best level or source of the information, that is, the student, teacher, or administrator and assign the item to the appropriate data instrument. A check concerning the standardization of terminology used in the data instruments should be made to insure that the wording of data items and terminology are defined and used in a manner consistent with that preferred by the individual state.

Data processing procedures have been set up so that the source of the data for each data form is identified by a series of coded numbers. In the current data forms the standard codes (as previously illustrated in Figure 8) were three digits for the county; two digits for the educational planning district; two digits for school type (public, private) and facility type; and three digits for the school building code. This can be varied to suit state procedures. Vocational program area and vocational instructional programs will be identified by using standard program codes. Students will be identified by social security numbers. The procedures adopted for such things as reporting data, information coding, distribution procedures, and direct contact with local schools, etc., should be consistent with existing state policies and procedures.

STAFFING FOR EVALUATION -- SUGGESTED GUIDELINES

The guidelines presented here for an evaluation staffing pattern for implementing and operating the state evaluation system have been derived from consideration of evaluation staff functions and responsibilities and from field test experiences with the system in the cooperating state.

At least one full-time professional staff member is required to head the evaluation effort and to direct and coordinate its activities. This recommendation is based on experiences and judgment of the project staff, the responsibilities, scope of expertise, and the diversity of activities to be accomplished in implementing the evaluation system. His initial assignment would be to plan for the activities involved in retrieving, assembling, interpreting, reporting and disseminating evaluative information to state and local program planners. Once the system becomes operational other professional and technical level staff persons can assist in such specific activities as:

1. working with other state staff concerned with evaluation data program planning;
2. conducting in-service orientation and dissemination meetings for state and local staffs;
3. making visitations to local schools and other agencies to aid them with any problems they may encounter with the system; and
4. revising data collection instruments and procedures and working with data processing personnel.

Adequate secretarial help should not be overlooked in planning for an evaluation staff. Additional clerical assistance might be required during periods of peak work loads when evaluation data instruments are being sent or returned from local schools

Evaluation staff activities. The following points illustrate the functions and role of evaluation staff in this model evaluation system. Implementing this evaluation system, like instituting other major organizational changes, initially involves a high degree of public relations concern on the part of evaluation personnel. This concern for public relations is useful in securing active cooperation and participation of state and local education personnel. It is important that evaluation staff anticipate feelings of suspicion on the part of some state and local level personnel who may view adoption of an evaluation system as a threat.

The need for careful study by evaluation personnel in determining the most efficient mechanical procedures for collecting data from local schools cannot be stressed too strongly. This would take into consideration the point in time at which the schools could be expected to be able to provide accurate data, and the lead time necessary for use of the data to meet local and state reporting requirements. Coordinating the mechanics of data from distribution and collection, and determining data processing requirements and schedules will be major in-house activities for the evaluation staff. A capstone activity for this staff will be the analysis of the evaluative data and its presentation to decision-makers at the state level.

EVALUATION SYSTEM COSTS

Four costing categories should be considered in planning to implement the evaluation system. Monies will need to be made available for:

1. salaries and overhead;
2. evaluation instrument materials;
3. administering and retrieving evaluation instruments, and related staff activities including conducting orientation and dissemination meetings; and
4. data processing.

Salaries and overhead will represent the major expenses for system operation. Evaluation forms, direction sheets and related materials which need to be reproduced should represent a relatively small cost factor within the total budget for evaluation. The cost for typesetting and other revisions needed to adapt the data forms to local conditions and to changes in state reporting system requirements would need to be estimated based on local rates for such work. Costs for conducting the evaluation itself and related staff activities will require budget for telephone, travel, and per diem expenses. Data processing costs will depend upon whether mark-sensing or keypunching procedures are used, and whether computer time is arranged through state or local educational agencies or from the private sector. In field testing the system keypunching procedures were used to prepare data cards. The times required for keypunching the various evaluation forms were:

1. DF-1, *Vocational Program Status Report*, 30 forms per hour;
2. DF-2, *General School Information Inventory*, 20 forms per hour;
3. DF-3, *Specific Program Information Data For Secondary and Post-Secondary Instructional Programs*, 10 forms per hour;
4. DF-4, *Specific Program Information Data Form For Adult Instructional Programs*, 30 forms per hour;
5. DF-5A, *Student Information Card*, 150 cards per hour;
6. DF-5B, *Vocational Student Status Report*, 150 cards per hour; and
7. DF-6, *The Follow-up Survey of Former Vocational Students*, 30 forms per hour.

ORGANIZATION FOR INFORMATION FLOW

A time frame must be established for distributing and retrieving evaluation instruments in order that data can be processed, evaluated, and made available to decision-makers at appropriate times. In planning a time frame, attention should be focused on:

1. optimum times of the year for securing data in terms of local school convenience;
2. estimated time lags between receipt of evaluation instruments by local schools and their return to the state office;
3. the time required for processing and analyzing the evaluative data; and
4. the schedule of requests for evaluation data by state management and other agencies, e.g., State Advisory Councils, U.S. Office of Education.

The information-flow process permits the state vocational education agency to collect evaluative information from:

1. public schools identified as offering vocational education;

2. public schools which do not offer vocational education;

3. schools in the private sector which offer vocational education.

Reactions from the cooperating states regarding the most workable procedure for sequencing the administration of evaluation instruments to public schools identified as offering vocational programs indicated that evaluation instruments DF-1, *Vocational Program Status Report*; DF-2, *General School Information Inventory*; DF-3, *Specific Program Information Data For Secondary and Post-Secondary Instructional Programs*; DF-4, *Specific Program Information Data Form For Adult Instruction Programs*; and DF-5A, *Student Information Card*; can be simultaneously distributed to local schools in September of each year. Schools will receive data cards DF-5B, *Vocational Student Status Report*, from the state office as soon after they are processed from information on completed data card DF-5A, *Student Information Card*.

At the beginning of the school year the state agency would send evaluation forms DF-1, *Vocational Program Status Report* and DF-2, *General School Information Inventory* to all public schools which it has reason to believe do not offer vocational programs. If the returned instruments indicate that some of these schools do offer vocational programs, the additional evaluation instruments would be sent to them.

Information collected from public schools which offer vocational education and those which do not would be combined to provide a total state picture of vocational education in the public schools. The state office can elect to survey the private sector to determine the extent of nonpublic vocational education offerings. Instrument DF-1, *Vocational Program Status Report*, would be mailed from the state office to private schools at the beginning of the school year and these schools would be requested to respond to selected items from this instrument.

INVOLVING STATE STAFF IN THE EVALUATION-PROGRAM PLANNING CYCLE

The Evaluation-Program Planning Cycle described in Figure 1 outlined a series of steps for integrating evaluation and program planning activities. This conceptual framework is general in nature and does not require a particular state-level organizational pattern for evaluation and program planning. Whatever the staffing pattern by the state vocational agency for these activities, consideration should be given to the desirability of total staff involvement on the evaluation and program planning process. Involvement of total staff is important for increasing staff acceptance of assignments required to achieve projected state-level goals. State divisions of vocational education management might also find that total staff involvement will make for realistic goal and strategy setting. This is especially so where service area or unit personnel have close contact with local vocational education needs in the various educational planning districts. In addition, state staff can provide vocational division management personnel with realistic appraisals of service area or unit time, personnel, and budget resources required to implement various goal and strategy alternatives.

During the coming year the project will explore in greater depth the desirability of several alternative organizational schemes and event sequences which are compatible with the Evaluation-Program Planning Cycle. These alternatives will consider potential efficiencies for staff use and resource allocations. One possible organizational scheme and event sequence is provided in Figure 12, Organizing Staff in the Evaluation-Program Planning Cycle.

In this cycle:

1. state vocational management set overall priorities for program objectives and goal statements after reviewing inputs from several sources (Step 1);

2. the objective and goal statement priorities are in turn communicated to service area or organizational unit personnel and to evaluation and planning staff (Steps 2A and 2B);

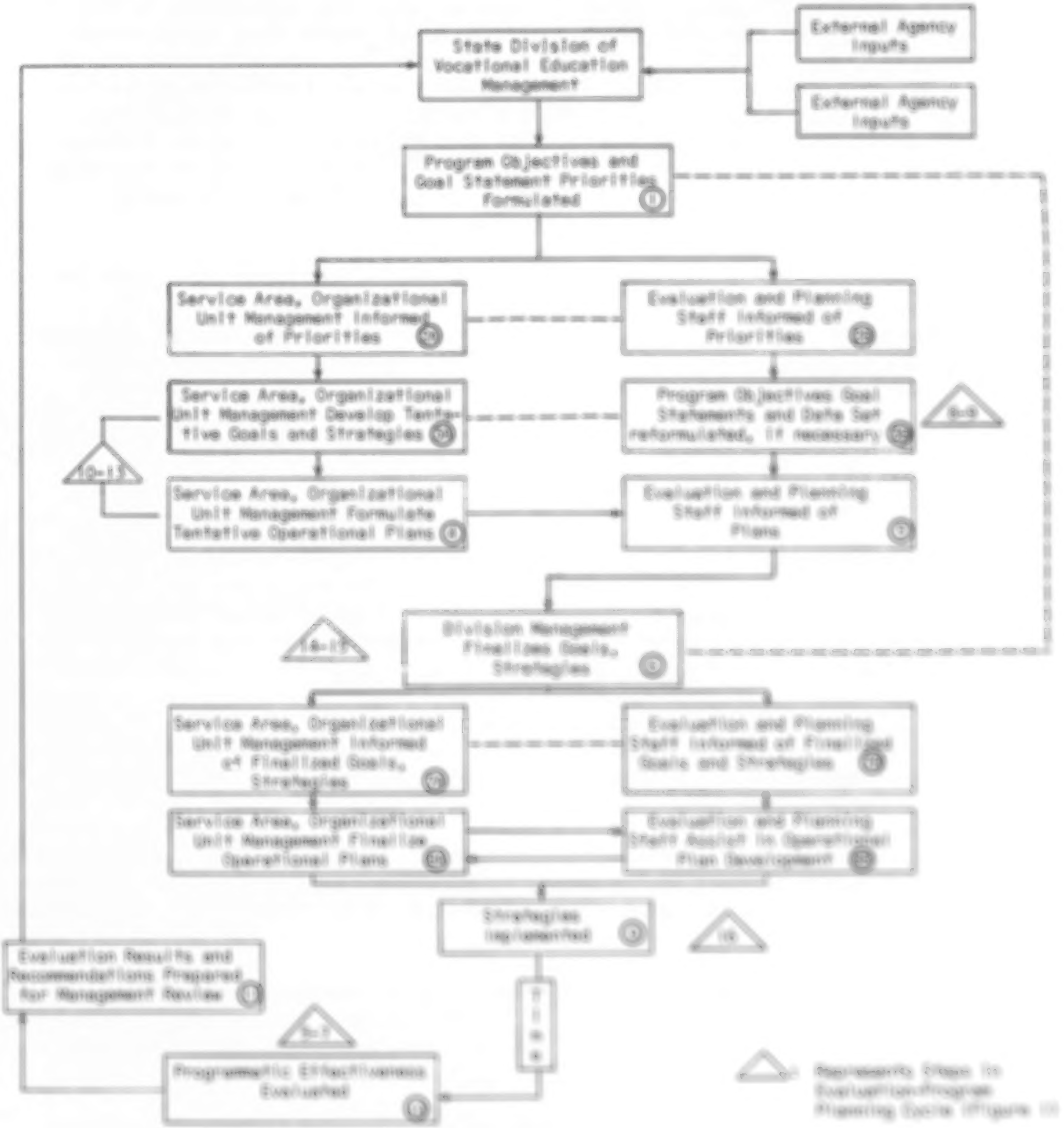
3. service area management personnel then become responsible for formulating tentative goals and strategies for their area of operation in terms of overall state agency priorities (Step 3A);

4. evaluation personnel reformulate program objectives, goal statements and data set, if necessary (Step 3B). These personnel will have recent evaluation results available to assist them in this planning;

5. plans for implementing the alternatives are formulated (Step 4). These plans might consider personnel requirements, budget needs, and time frames for accomplishing goals and strategies;

FIGURE 12

ORGANIZING STAFF IN THE EVALUATION-PROGRAM PLANNING CYCLE


State Division of Vocational Education Management
External Agency Inputs
External Agency Inputs
Program Objectives and Goal Statement Priorities Formulated
Service Area, Organizational Unit Management Informed of Priorities
Evaluation and Planning Staff Informed of Priorities
Service Area, Organizational Unit Management Develop Tentative Goals and Strategies
Program Objectives Goal Statements and Data Set reformulated, if necessary
8-9
10-13
Service Area, Organizational Unit Management Formulate Tentative Operational Plans
Evaluation and Planning Staff Informed of Plans
14-17
Division Management Finalizes Goals, Strategies
Service Area, Organizational Unit Management Informed of Finalized Goals, Strategies
Evaluation and Planning Staff Informed of Finalized Goals and Strategies
Service Area, Organizational Unit Management Finalize Operational Plans
Evaluation and Planning Staff Assist in Operational Plan Development
Strategies Implemented
18
Evaluation Results and Recommendations Prepared for Management Review
Time
Programmatic Effectiveness Evaluated
Represents Steps in Evaluation-Program Planning Cycle (Figure 11)

6. evaluation and planning staff are informed of the tentative plans developed by the various service areas or organizational units. Evaluation and planning personnel organize these documents and refer them to management (Step 5);

7. management finalizes specified goals to be accomplished for the division as a whole, approves the installation of selected strategies designed to achieve goals, and allocates resources to service areas or units to accomplish their mission (Step 6);

8. service area and evaluation and planning personnel are informed of these decisions by management (Step 7A and 7B);

9. evaluation and program planning personnel and service area personnel work closely to formulate detailed operating plans for accomplishing goals (Steps 8A and 8B);

10. strategies to accomplish goals are implemented (Step 9);

11. following a time span, evaluation and program planning staff assess programmatic effectiveness (Step 10). This assessment will include analyses of quantitative data produced by the evaluation system and qualitative assessments used in interpreting the objective findings; and

12. evaluation results are then reported to vocational division management for review (Step 11), and the cycle is repeated.

Figure 12, Organizing Staff in the Evaluation-Program Planning Cycle also indicates the relationship (△) between steps in this cycle and Evaluation-Program Planning Cycle described in Figure 1.

THE USE OF SAMPLING PROCEDURES

Costs and time requirements for the administration, retrieval, and data processing of the evaluation instruments can be reduced through the use of appropriate sampling procedures. The project recognizes that states would find suggested sampling procedures valuable in implementing the system. It also was recognized that proper application of sampling techniques to the problems of obtaining representative data about schools, programs and students is complex and requires special expertise and focus. Thus, the project does not include recommendations to the states at this time regarding sampling techniques for the system. Future evaluation system developments will however, give special attention to this problem.

CONTINUING CENTER EVALUATION ACTIVITIES

The Center is committed to continuing its efforts in state evaluation of vocational education. Plans have been finalized for refining system components on the basis of experiences of states who will be installing the evaluation system. This refinement will produce:

1. a revised set of program objectives and goal statements which reflect current information needs of the states;
2. a revised data set to meet changes in the set of program objectives or goal statements, and reflecting current information needs of state decision-makers;
3. evaluation instruments containing changes in format, items, or wording where such is required; and
4. changes in data processing routines and computer programs, where required.

The Center has scheduled dissemination activities to provide state level personnel with project results and to provide detailed information required by them to install the system in their respective states.

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APPENDICES

APPENDIX A

PROJECT ADVISORY COMMITTEES

CONSULTANTS

Albert E. Jochen, former Assistant Commissioner for Vocational Education, New Jersey

J. Robert Warmbrod, Professor, Agricultural Education, The Ohio State University

O. J. Byrnside, Executive Secretary, National Business Education Association, Washington, D.C.

PILOT STATE EVALUATION SPECIALISTS

Joseph K. Bailey, Associate Director of Vocational Education, Colorado

Len Hergenreter, Assistant Supervisor, Research, Colorado

L. C. McDowell, Teacher Trainer, Kentucky State Department of Education, Kentucky

Charles Gibson, Director of Program Planning and Evaluation, Kentucky

Charles Neal, Director of Program Evaluation, Kentucky

Frank Pinkowski, Director of Program Planning, New Jersey

Warren Lasell, Research Consultant, Michigan

Neil Snepp, Research Consultant, Michigan

PROJECT ADVISORY COMMITTEE: NATIONAL ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION

J. R. Cullison, State Director, Arizona

Ernest G. Kramer, State Director, Washington

Joseph F. Murphy, State Director, Connecticut

Byrl Shoemaker, State Director, Ohio

Cecil E. Stanley, State Director, Nebraska

Sam K. Wick, State Director, Minnesota

R. D. Anderson, State Director, South Carolina

Paul M. Hodgson, State Director, Delaware

William G. Loomis, State Director, Oregon

Walter Markham, State Director, Massachusetts

PROJECT ADVISORY COMMITTEE: PROFESSIONALS IN VOCATIONAL EDUCATION

Alma Bentley, State Supervisor, Home Economics Education, South Carolina

Sara Blackwell, Director, Home Economics Education, Cornell University, New York

Harold Byram, Project Leader, Research and Development Program in Vocational and Technical Education, Michigan State University, Michigan

Joseph R. Clary, Director, Research Coordinating Unit, North Carolina

Aleene Cross, Director, Home Economics Education, University of Georgia, Georgia

C. Thomas Olivo, Director Division of Industrial Education, State Department of Education, New York

Jerry Sehulster, Superintendent, Division of Employment Security, Department of Labor and Industry, New Jersey

CENTER COMMITTEE: CENTER SPECIALISTS

Robert E. Campbell, Occupational Psychology

Albeno P. Garbin, Occupational Sociology

Sylvia Lee, Home Economics

Neal Vivian, Distributive Education

APPENDIX B

PROGRAM OBJECTIVES AND GOAL STATEMENTS
WITH
RELATIONSHIPS OF DATA ITEMS
TO SPECIFIC GOAL STATEMENTS

OBJECTIVE ONE

TO PROVIDE VOCATIONAL EDUCATION TO YOUTH AND ADULTS WHO WILL BE ENTERING THE LABOR FORCE AND TO THOSE WHO SEEK TO UPGRADE THEIR OCCUPATIONAL COMPETENCIES OR LEARN NEW SKILLS.

GOAL STATEMENTS	
A	_____secondary school youth will be enrolled in vocational programs. (Data Form 3, Item 51)
B	_____secondary school youth with physical or mental handicaps will be enrolled in vocational programs. (Data Form 3, Item 42)
C	_____disadvantaged secondary school youth will be enrolled in vocational programs. (Data Form 3, Item 41)
D	_____persons will be enrolled in post-secondary preparatory vocational programs. (Data Form 3, Item 51)
E	_____persons with physical or mental handicaps will be enrolled in post-secondary vocational programs. (Data Form 3, Items 1, 42)
F	_____disadvantaged persons will be enrolled in post-secondary vocational programs. (Data Form 3, Items 1, 41)
G	_____persons will be enrolled in adult preparatory vocational programs. (Data Form 4, Item 20)

OBJECTIVE ONE (continued)

GOAL STATEMENTS	
H	_____persons will be enrolled in adult supplementary vocational programs. (Data Form 4, Item 20)
I	_____persons with physical or mental handicaps will be enrolled in regular adult vocational programs. (Data Form 4, Items 2, 18)
J	_____disadvantaged persons will be enrolled in regular adult vocational programs. (Data Form 4, Items 2, 17)
K	_____persons with physical or mental handicaps will be enrolled in adult special needs vocational programs. (Data Form 4, Items 2, 18)
L	_____disadvantaged persons will be enrolled in adult "special needs" vocational programs. (Data Form 4, Items 2, 17)
M	_____persons whose hourly wage for full-time employment falls below the federal minimum wage rate will be enrolled in vocational programs to increase their hourly earnings. (Data Form 5A, Item 13)
N	_____persons receiving public assistance will be enrolled in vocational programs. (Data Form 5A, Item 12)

OBJECTIVE TWO

TO PROVIDE COMPREHENSIVE VOCATIONAL EDUCATION WHICH RELATES GENERAL AND VOCATIONAL EDUCATION OFFERINGS TO THE VOCATIONAL OBJECTIVES OF STUDENTS.

GOAL STATEMENTS	
A	_____vocational programs will have their vocational and general education staffs jointly organize their offerings in relation to vocational program objectives. (Data Form 3, Item 30)
B	_____vocational programs will have indicated when they next plan to update the occupational competencies that need to be taught. (Data Form 3, Item 29)
C	_____vocational programs will use written performance objectives based on an analysis of required occupational competencies. (Data Form 3, Item 28)
D	_____vocational programs will provide students with consumer education as part of the total instructional program. (Data Form 3, Item 37)

OBJECTIVE THREE

TO MAKE VOCATIONAL EDUCATION INCREASINGLY ACCESSIBLE TO THOSE WHO DESIRE IT.

	GOAL STATEMENTS
A	_____vocational programs will enroll students with educational deficiencies which could act as serious barriers to successful program completion or job placement. (Data Form 3, Item 43)
B	_____vocational programs will make available specialized educational instruction to students with educational deficiencies which could act as serious barriers to successful program completion or job placement. (Data Form 3, Items 22 and/or 23)
C	_____vocational programs will enroll the potential number of students they can accommodate. (Data Form 3, Item 50)
D	_____schools will offer vocational programs during both day and evening hours. (Data Form 2, Item 3)
E	_____vocational programs will operate at times other than during the regular school year (September--June). (Data Form 3, Item 9)
F	_____schools will offer prevocational group guidance. (Data Form 2, Item 5)
G	_____students will receive prevocational group guidance. (Data Form 2, Item 5)
H	_____vocational students will be enrolled in instructional programs in areas identified as being economically depressed. (Data Form 7A, All Items; Data Form 3, Item 51; Data Form 4, Item 20)

OBJECTIVE FOUR

TO PROVIDE QUALITY VOCATIONAL EDUCATION WHICH MEETS THE VOCATIONAL ASPIRATIONS OF PEOPLE WHILE BEING COMPATIBLE WITH EMPLOYMENT OPPORTUNITIES.

GOAL STATEMENTS	
A	_____schools will have an annual and long-range plan for vocational education. (Data Form 2, Item 10)
B	_____schools offering vocational programs will have placement services available to all program trainees. (Data Form 2, Item 9)
C	_____vocational programs will have students involved in cooperative or other out-of-class work experiences. (Data Form 3, Item 14)
D	_____vocational programs will provide simulated work experiences in the classroom setting. (Data Form 3, Item 16)
E	_____schools offering vocational programs will have a general advisory committee for vocational programs. (Data Form 2, Item 11)
F	_____vocational programs will have an advisory committee. (Data Form 3, Item 33)
G	_____vocational programs will actively use an advisory committee in evaluating their operations. (Data Form 3, Item 34)
H	_____percent of vocational program completions who will seek full-time employment will find such employment within (six) months after completing program requirements. (Data Form 5B, Item 1; Data Form 6, Item 1; Data Form 6, Item 5)

OBJECTIVE FOUR (continued)

GOAL STATEMENTS	
I	_____percent of vocational program completions will find their first full-time job in the occupation for which they were trained. (Data Form 5B, Item 1; Data Form 6, Items 1, 5, 7)
J	_____percent of vocational program completions will find their first full-time job in an occupation related to that for which they were trained. (Data Form 5B, Item 1; Data Form 6, Items 1, 5, 7)
K	_____percent of vocational program enrollees who terminated schooling before completing program requirements and who will seek full-time employment will find such employment within (six) months after terminating their schooling. (Data Form 5B, Item 1; Data Form 6, Items 1, 5)
L	_____percent of vocational program enrollees who terminated schooling before completing program requirements will find their first full-time job in the occupation for which they were being trained. (Data Form 5B, Item 1; Data Form 6, Items 1, 5, 7)
M	_____percent of vocational program enrollees who terminated schooling before completing program requirements will find their first full-time job in an occupation related to that for which they were being trained. (Data Form 5B, Item 1; Data Form 6, Items 1, 5, 7)
N	_____vocational programs will have amortization schedules for all major equipment. (Data Form 3, Item 36)
O	_____schools which have vocational programs will offer specialized vocational guidance services to noncollege bound students. (Data Form 2, Item 7)

OBJECTIVE FOUR (continued)

GOAL STATEMENTS	
P	_____state certified guidance personnel will have special vocational guidance preparation. (Data Form 2, Item 8a)
Q	_____vocational teachers will have completed state certification requirements for the instructional area in which they teach. (Data Form 3, Items 48, 49)
R	_____vocational programs will have a plan for securing manpower information as a means for estimating potential employment opportunities for program trainees. (Data Form 3, Item 32)
S	_____percent of vocational students identified as having educational deficiencies which could act as serious barriers to successful program completion or job placement will receive specialized educational assistance. (Data Form 3, Item 44)
T	_____percent of vocational program completions asked (six) months after completing program requirements will indicate that they would recommend the vocational program to others. (Data Form 5B, Item 1; Data Form 6, Item 20)
U	_____vocational programs will prepare persons for occupations paying more than the federal minimum wage. (Data Forms 3 and 4, Item Prog. Code; Data Form 7E, All Items)
V	_____schools offering vocational education programs will have data to compute differences in per pupil expenditures for vocational and nonvocational instruction. (Data Form 1, Item 7)
W	_____schools offering vocational education programs will have data to compute differences in per pupil expenditures for each vocational program offered. (Data Form 1, Item 9)

APPENDIX C

EVALUATION INSTRUMENTS

CURRENT VERSION

DF-1	VOCATIONAL PROGRAM STATUS REPORT •Including DF-1 Supplement
DF-2	GENERAL SCHOOL INFORMATION INVENTORY •Including DF-2 Supplement
DF-3	SPECIFIC PROGRAM INFORMATION DATA FOR SECONDARY AND POST-SECONDARY INSTRUCTIONAL PROGRAMS
DF-4	SPECIFIC PROGRAM INFORMATION DATA FORM FOR ADULT INSTRUCTIONAL PROGRAMS
DF-5A	STUDENT INFORMATION CARD
DF-5B	VOCATIONAL STUDENT STATUS REPORT
DF-6	A FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS
DF-7	CARD SERIES--ADDITIONAL PLANNING DATA

DF-1

VOCATIONAL PROGRAM STATUS REPORT

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

4 ☐☐☐ ☐☐ ☐☐ ☐☐☐
school code

Name of School______________________________

Type of School: Public ☐ Private ☐

Name of Person Completing This Form________________________

School District______________________________

Position____________________

Date ☐☐ ☐☐ ☐☐
mo. day year

Enrollment:

20 1. ☐☐☐☐ Total **School** Enrollment.

2. ☐☐☐☐ Total **Male** Enrollment.

3. ☐☐☐☐ Total **Female** Enrollment.

4. What percent of the school enrollment are enrolled in vocational education?

__ __ __%

Dropouts:

5. Dropout Rate (Percentage of **total school** enrollment dropping out last year).

__ __%

Unemployment:

6. What is the unemployment rate in your community or area for:

Ages 15-19__ __.__%

Ages 20-24__ __.__%

The Total Work Force (youth and adult)

__ __.__%

Budget Information:

7. **Are average per pupil expenditures for all students computed?**

☐ Yes ☐ No

8. **Are average per pupil expenditures for vocational students computed?**

☐ Yes ☐ No

9. **Are average per pupil expenditures for each vocational program computed?**

☐ Yes ☐ No

Vocational Programs:

10. How many vocational instructional programs are currently offered by this school? __ __ __

11. List below each of these vocational instructional programs and those in the process of becoming operational by title and program area.

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM AREA	PROGRAM STATUS (Check One)			FUNDING STATUS		PROGRAM LEVEL (Check one only for each instructional program)				
		(1)	(2)	(3)			(1)	(2)	(3) Adult		
What do you call this program? List programs currently being offered or which you plan to offer.	T & I, Agriculture, Home Economics, etc. Space Below for Program Area Title and Code	This program is in the process of becoming operational.	This is a new program.	This program was in operation last year (ongoing or continuing).	Has this program been approved to receive funds from the state?		Secondary	Post-Secondary	Preparatory (initial or entry training) (a)	Supplementary (up-grading or in-service training) (b)	Combination (c)
					Yes	No					
________________	20 ☐☐.☐☐☐☐	☐	☐	☐	1 ☐	0 ☐	☐	☐	0 ☐	1 ☐	2 ☐
________________	33 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Page ____ of ____

72/73

Name of School____________________

11. Vocational Programs (continued).

Page _____ of _____

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM AREA	PROGRAM STATUS (Check One)			FUNDING STATUS		PROGRAM LEVEL (Check one only for each instructional program)				
What do you call this program? List programs currently being offered or which you plan to offer.	T & I, Agriculture, Home Economics, etc. Space Below for Program Area Title and Code	(1) This program was in operation last year (ongoing or continuing).	(2) This is a new program.	(3) This program is in the process of becoming operational.	Has this program been approved to receive funds from the state? Yes	No	(1) Secondary	(2) Post-Secondary	(3) Adult (a) Preparatory (initial or entry training)	(3) Adult (b) Supplementary (up-grading or in-service training)	(3) Adult (c) Combination
__________	46 ☐☐.☐☐☐☐	☐	☐	☐	1 ☐	0 ☐	☐	☐	0 ☐	1 ☐	2 ☐
__________	59 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
__________	20 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
__________	33 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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__________	59 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
__________	20 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
__________	33 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

☐ Check if **Item 11** is **continued** on a **supplement page.**

Note: Attach Supplement Pages to this Form.

DF-1—Supplement

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

4☐☐☐ ☐☐ ☐☐ ☐☐☐
school code

Name of School________________

11. Vocational Programs (continued).

Page _____ of _____

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM AREA	PROGRAM STATUS (Check One)			FUNDING STATUS		PROGRAM LEVEL (Check one only for each instructional program)				
What do you call this program? List programs currently being offered or which you plan to offer.	T & I, Agriculture, Home Economics, etc. Space Below for Program Area Title and Code	(1) This program was in operation last year (ongoing or continuing).	(2) This is a new program.	(3) This program is in the process of becoming operational.	Has this program been approved to receive funds from the state? Yes	No	(1) Secondary	(2) Post-Secondary	(3) Adult (a) Preparatory (initial or entry training)	(b) Supplementary (up-grading or in-service training)	(c) Combination
________	46 ☐☐.☐☐☐☐	☐	☐	☐	1☐	0☐	☐	☐	0☐	1☐	2☐
________	59 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
________	20 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
________	33 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
________	46 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
________	59 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
________	20 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
________	33 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

DF-2

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

GENERAL SCHOOL INFORMATION INVENTORY

4 ☐☐☐ ☐☐ ☐☐ ☐☐☐
school code

Name of School ____________________

School District ____________________

Person Completing This Form ____________________

Position ____________________ Date ☐☐ ☐☐ ☐☐
mo. day year

---

1. Does the school curriculum require all students to receive some exposure to marketable skill training?

20 ☐ Yes ☐ No

2. This school is located in an:
   - ☐ Urban area
   - ☐ Rural area
   - ☐ Suburban area

3. Does the school offer vocational programs:
   - ☐ Day only
   - ☐ Night only
   - ☐ Both day and night

4. Does the school have a practical arts program(s)?

   ☐ Yes ☐ No programs offered.

   if yes, check type(s)
   - ☐ Industrial arts
   - ☐ General business
   - 30 ☐ Home economics (homemaking)
   - ☐ Other (specify) ____________________

5. Does the school have a prevocational group guidance program?

   ☐ Yes ☐ No

   Type of Enrollment
   - ☐ Elementary students only (grades 8 and below).
   - ☐ Secondary students (grades 9 and above).
   - ☐ Both elementary and secondary students.

   Total Enrollment

   Estimate how many students will be served by this program this school year.

   ☐☐☐☐

6. Does the school have a guidance program?

40 ☐ Yes ☐ No

7. Does the school have a specialized vocational guidance program for noncollege-bound students?

   ☐ Yes ☐ No

8. Total number of guidance personnel.

   ☐☐

   a. How many are state certified?

   ☐☐

   b. How many of these state certified persons have specific vocational guidance preparation?

   ☐☐

9. Does the school provide job placement services to vocational students?

   ☐ Yes ☐ No placement services available.

   if yes, check type(s)
   - ☐ Cooperative program between school and state employment service
   - 50 ☐ Vocational teachers make referrals
   - ☐ Guidance counselor assistance
   - ☐ Other (specify) ____________________

10. Does the school have an annual and long range plan for vocational education?

    ☐ Yes ☐ No

11. Does the school have a general advisory committee for vocational programs?

    ☐ Yes ☐ No

12. Do all vocational programs have an advisory committee?

    ☐ Yes ☐ No

13. Indicate below your presently existing and anticipated **administrative** and **ancillary services staff** vacancies for all vocational programs.

56 ☐ No **Existing** Vacancies   57 ☐ No **Anticipated** Vacancies

POSITIONS	NUMBER OF PERSONS NEEDED FOR EXISTING VACANCIES	NUMBER OF PERSONS NEEDED FOR ANTICIPATED VACANCIES
a. Director	58 a. ☐	63 a. ☐
b. Supervisor	b. ☐	b. ☐
c. Vocational Guidance Director or Counselor	c. ☐	c. ☐
d. Curriculum Specialist	d. ☐	d. ☐
e. Other (specify)________________	e. ☐	e. ☐

14. Indicate your presently existing and anticipated **vocational program staff** vacancies.

70 ☐ For State Use Only

68 ☐ No **Existing** Vacancies   69 ☐ No **Anticipated** Vacancies

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM AREA	PROGRAM STATUS	NUMBER OF PERSONS NEEDED FOR EXISTING VACANCIES (Place the number needed in the appropriate column)			NUMBER OF PERSONS NEEDED FOR ANTICIPATED VACANCIES (Place the number needed in the appropriate column)		
What Do You Call This Program?	T & I, Agriculture, Home Economics, etc. Space Below for Program Area Title and Code	(Check One)	Teacher	Cooperative Work-Experience Coordinator	Other (Specify)	Teacher	Cooperative Work-Experience Coordinator	Other (Specify)
__________ __________	__________ 26 ☐☐.☐☐☐☐	1 ☐ In Operation 0 ☐ Not Yet in Operation	☐	☐	☐ ________	☐	☐	☐ ________
__________ __________	__________ 33 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ________	☐	☐	☐ ________
__________ __________	__________ 46 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ________	☐	☐	☐ ________
__________ __________	__________ 59 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ________	☐	☐	☐ ________

☐ Check if **Item 14** is **continued** on a **supplement page.**

Note: Attach Supplement Pages to This Form.

15. Of the schools **new** vocational programs which programs are not yet operational? Indicate reason(s) below.

☐ No new programs approved or pending.

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM AREA	REASON(S) EACH INSTRUCTIONAL PROGRAM NOT IN OPERATION (More than one may be checked)					
What do you call this program?	T & I, Agriculture, Home Economics, etc. Space Below for Program Area Title and Code	Program Not Planned to Begin as of Date This Form Completed. List the Anticipated Date	Lack of Funds	Lack of Facilities	Lack of Equipment	Teachers Not Available	Other (Specify)
	20 ☐☐.☐☐☐☐	☐ (Anticipated Date) ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐
	36 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐
	52 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐
	20 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐
	36 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐
	52 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐
	20 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐
	36 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐
	52 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐

☐ Check if **Item 15** is **continued** on a **supplement page.**

DF-2—Supplement

Name of School______________________________

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

☐☐☐ ☐☐ ☐☐ ☐☐☐
school code

14. Continued.

Indicate your presently existing and anticipated **vocational program staff** vacancies.

Page _____ of _____

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM AREA	PROGRAM STATUS	NUMBER OF PERSONS NEEDED FOR EXISTING VACANCIES (Place the number needed in the appropriate column)			NUMBER OF PERSONS NEEDED FOR ANTICIPATED VACANCIES (Place the number needed in the appropriate column)		
What Do You Call This Program?	T & I, Agriculture, Home Economics, etc. Space Below for Program Area Title and Code	(Check One)	Teacher	Cooperative Work-Experience Coordinator	Other (Specify)	Teacher	Cooperative Work-Experience Coordinator	Other (Specify)
________ ________	________ 20 ☐☐.☐☐☐☐	1 ☐ In Operation 0 ☐ Not Yet in Operation	☐	☐	☐ ________ ________	☐	☐	☐ ________ ________
________ ________	________ 33 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ________ ________	☐	☐	☐ ________ ________
________ ________	________ 46 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ________ ________	☐	☐	☐ ________ ________
________ ________	________ 59 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ________ ________	☐	☐	☐ ________ ________
________ ________	________ 20 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ________ ________	☐	☐	☐ ________ ________
________ ________	________ 33 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ________ ________	☐	☐	☐ ________ ________
________ ________	________ 46 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ________ ________	☐	☐	☐ ________ ________

DF-2—Supplement

Name of School____

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

☐☐☐ ☐☐ ☐☐ ☐☐☐
school code

15. Continued.

Of the schools **new** vocational programs which programs are not yet operational?

Page ____ of ____

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM AREA	REASON(S) EACH INSTRUCTIONAL PROGRAM NOT IN OPERATION (More than one may be checked)					
What do you call this program?	T & I, Agriculture, Home Economics, etc. Space Below for Program Area Title and Code	Program Not Planned to Begin as of Date This Form Completed. List the Anticipated Date	Lack of Funds	Lack of Facilities	Lack of Equipment	Teachers Not Available	Other (Specify)
__________	__________ 20 ☐☐.☐☐☐☐	☐ (Anticipated Date) ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ________ ________
__________	__________ 36 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ________ ________
__________	__________ 52 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ________ ________
__________	__________ 20 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ________ ________
__________	__________ 36 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ________ ________
__________	__________ 52 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ________ ________
__________	__________ 20 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ________ ________
__________	__________ 36 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ________ ________

DF-3

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

SPECIFIC PROGRAM INFORMATION DATA FOR SECONDARY AND POST-SECONDARY INSTRUCTIONAL PROGRAMS

4☐☐☐ ☐☐ ☐☐ ☐☐☐
school code

Date ☐☐ month ☐☐ day ☐☐ year

School Name____________________ Person Filling Out This Form____________________

School District____________________ Position____________________

NOTE: If this training is not conducted in a regular school situation, use the space above to list the special program/project title and the sponsoring agency/association.

Instructional Program Title____________________
(What do you call this program?)

Vocational Program Area____________________ ☐☐.☐☐☐☐
(T and I, Agriculture, Home Ec., etc.) Vocational Program Code

---

1. Level of training: (check **one** only)
   - 26 0☐ **Secondary**
   - 1☐ **Post-Secondary**

2. Type of program:
   - 0☐ **Regular** vocational program
   - 1☐ **Special needs** program

   Check one or more items below to indicate persons served by this special program.
   - a. ☐ Handicapped:
     - ☐ Physical
     - 30 ☐ Mentally retarded
     - ☐ Emotional
     - ☐ Other (specify)____________
   - b. ☐ Disadvantaged:
     - ☐ Socio-Economic
     - ☐ Cultural
     - ☐ Educational
     - ☐ Other (specify)____________

3. Is this instructional program:
   - a. an MDTA training program? ☐ Yes ☐ No
   - b. an apprentice training program? ☐ Yes ☐ No

4. Is this instructional program specially funded as a pilot, demonstration, or exemplary program?
   40 ☐ Yes ☐ No

5. Is this instructional program composed of a series of **separate** specialized courses? ☐ Yes ☐ No

6. **How many** courses must a student take to complete this instructional program?
   ☐☐ Courses

7. If this program is offered on a continuing basis it is taught: (check one only)
   - 1☐ Using instructional modules permitting students to progress at their own pace
   - 2☐ Quarterly
   - 3☐ Each semester
   - 4☐ Each trimester
   - 5☐ Once each year
   - 6☐ Other (specify)____________
   - 7☐ This program is **not** offered on a continuing basis

8. When is this instructional program offered?
   - ☐ Day only
   - ☐ Night only
   - ☐ Both day and night

9. Does this instructional program operate at times other than during the regular school year (Sept.-June)?
   ☐ Yes ☐ No

10. What is the **duration** of time, in weeks, required for a student to complete this instructional program?
    ☐☐☐ Number of **weeks**
    50

11. How many **clock hours** of classroom instruction or training are required for a student to complete this instructional program?

☐☐☐☐ Clock hours

12. How many times is this instructional program offered during the year?

☐☐ Times

13. This instructional program was initiated in this school: (check one)

1 ☐ This year
2 ☐ Last year
3 ☐ Two years or more ago

14. Does this instructional program provide students with out-of-class **laboratory experience?**

☐ Yes ☐ No

note type(s)

60 ☐ Cooperative Work-Study
☐ Vocational Work-Study
☐ Vocational work experience

15. If answer to item 14 was yes, then how many **employers** are associated with this instructional program in providing **cooperative work-training stations?**

☐☐ Employers

16. Does this instructional program provide students with **simulated** work experiences in the **classroom setting?**

☐ Yes ☐ No

17. Are there specified **course prerequisites** for **admission** to this instructional program?

☐ Yes ☐ No

18. Are there **grade** level requirements for **admission** to this instructional program?

☐ Yes ☐ No

(specify)

☐☐ Grade Level

19. Are there **age** requirements for **admission** to this instructional program?

70 ☐ Yes ☐ No

(specify)

☐☐ Years Old

20. Are there specified student **achievement** levels required for **admission** to this instructional program?

☐ Yes ☐ No

note type(s)

☐ Special test
☐ Grade point average
☐ Other (specify)____________________

____

21. Are there specified student **achievement** levels required **to remain** in this instructional program?

☐ Yes ☐ No

note type(s)

☐ Competency test
☐ Grade point average
80 ☐ Other (specify)____________________

____

22. Is **specialized remedial** instruction made available to vocational students in this program who have educational deficiencies?

26 ☐ Yes ☐ No

23. Is additional **specialized vocational** instruction made available to vocational students in this program who have educational deficiencies?

☐ Yes ☐ No

24. Does this program have a **structured placement service** available to vocational students?

☐ Yes ☐ No

Indicate the **type(s)** of structured placement services provided by the school which this program uses:

☐ Cooperative program between school and state employment service
30 ☐ Vocational teacher referral
☐ Guidance counselor assistance
☐ Other (specify)____________________

____

____

25. Indicate the **total** number of instructional program dropouts and completions of last year who were placed in jobs by the placement services listed in Item 24.

☐☐☐☐ Males

☐☐☐☐ Females

40

☐☐☐☐ Total

26. Check one or more items which best describe the **source** of the **curriculum materials** used in this instructional program.

☐ Original or adapted by local staff

☐ Standard state curriculum guide

☐ Commercially prepared materials

50 ☐ Borrowed from similar program

☐ Developed by special agency or association

(specify)________________________

☐ Other (specify)________________________

27. Indicate the year in which the **last analysis** was done to determine the occupational competencies that need to be taught.

1 ☐ This year

2 ☐ Last year

3 ☐ Two years ago

4 ☐ More than two years ago

5 ☐ Unknown

28. Based on this analysis have **written** student **performance objectives** been developed for this instructional program?

☐ Yes ☐ No

29. Indicate the year in which the **next analysis** will be done to update the occupational competencies that need to be taught.

1 ☐ This year

2 ☐ Next year

3 ☐ Within the next two years

4 ☐ More than two years from now

5 ☐ Unknown

30. Do the **vocational** program and **general education** staffs **jointly** organize their curriculum offerings for students in this instructional program?

☐ Yes ☐ No

31. Indicate the year in which manpower data was **last secured** to determine the extent of potential employment opportunities available to program terminees.

1 ☐ This year

2 ☐ Last year

3 ☐ Two years ago

4 ☐ More than two years ago

5 ☐ Unknown

32. Indicate when it is planned to **next secure** manpower information to revise estimates of potential employment opportunities for program terminees.

1 ☐ This year

2 ☐ Next year

3 ☐ Within the next two years

4 ☐ More than two years from now

5 ☐ Unknown

33. Does this instructional program have an advisory committee?

☐ Yes ☐ No

What is the composition of your advisory committee for this instructional program?

(check the appropriate boxes)

60 ☐ Business-industry representatives

☐ Labor union representatives

☐ Parents and/or students

☐ School personnel

☐ Other (specify)________________________

____

____

34. Does this instructional program actively use an advisory committee in **evaluating** and **implementing** certain phases of its operation?

☐ Yes ☐ No

35. Indicate the number of times this program's advisory committee met last year.

☐☐ Times

36. Is there an **amortization schedule** to cover all major equipment used in this instructional program?

☐ Yes ☐ No

37. Is **consumer education** provided as a part of this instructional program?

☐ Yes ☐ No

(if yes, note how)

70 ☐ Integrated in regular course work

☐ Offered as a special course

38. Are there any **special federal** programs **involved** in this instructional program?

☐ Yes ☐ No Involvement

(check type(s) of program and type(s) of involvement)

Type(s) of Program

☐ ESEA Title I

☐ ESEA Title III

☐ Office of Economic Opportunity (O.E.O.)

☐ Other (specify)________________

Type(s) of Involvement

☐ Provided funds

☐ Provided equipment

☐ Provided resource material and supplies

80 ☐ Other (specify)________________

39. Are there any **state** (other than Vocational Division) or **local** level agencies **involved** in this instructional program?

26 ☐ Yes ☐ No Involvement

(check type(s) of program and type(s) of involvement)

Type of Agency

☐ Vocational Rehabilitation

30 ☐ State Department of Education (other than Vocational Division)

☐ Welfare Department

☐ Department of Corrections

☐ An interest Group for Handicapped

☐ Other (specify)________________

(CONTINUED NEXT COLUMN)

39. Continued.

Type(s) of Involvement

☐ Provided funds

☐ Provided equipment

☐ Provided resource materials and supplies

☐ Other (specify)________________

40. Give the estimated average out-of-pocket costs to students in this instructional program.

$☐☐☐ Transportation costs
40
$☐☐☐ Instructional costs
$☐☐☐ Total estimated (include items not covered above and estimate to the nearest dollar)

41. List the number of socio-economically **disadvantaged** persons among those **enrolled** in this instructional program.

☐☐☐ Number of disadvantaged
50

42. List the number of **handicapped** persons among those **enrolled** in this instructional program.

☐☐☐ Number of handicapped

43. Indicate the number of vocational students identified as having **educational deficiencies** which would act as barriers to successful program completion or job placement.

☐☐☐☐ Students

44. Indicate the number of vocational students **actually receiving** some form of specialized instruction to correct these educational deficiencies.

☐☐☐☐ Students (unduplicated count)
60

45. Are there any **vocational** students from nonprofit private schools enrolled in this instructional program?

☐ Yes ☐ No

☐☐☐ Number of Students

46. Are there any **disadvantaged** students from nonprofit private schools enrolled in this instructional program?

☐ Yes ☐ No

☐☐☐ Number of Students

47. Are there any **handicapped** students from nonprofit private schools enrolled in this instructional program?

70 ☐ Yes ☐ No

☐☐☐ Number of Students

48. Indicate the number of vocational teachers used for this program.

☐☐

49. How many of these vocational teachers require additional professional training to complete state certification requirements?

☐☐ 77

50. **Facility Utilization Data:**

What is the Potential Enrollment in this Instructional Program? (Student Capacity times the Number of Sections)	**Vacancies: How many Student Openings Do You Have Vacant at this Time?**	**How many students were denied training this year due to limited facilities or capacity?**
Secondary 9th 28 ☐☐☐☐	28 ☐☐☐	☐ Unknown 49 50 ☐☐☐
10th ☐☐☐☐	☐☐☐	☐☐☐
11th ☐☐☐☐	☐☐☐	☐☐☐
12th ☐☐☐☐	☐☐☐	☐☐☐
Special Class or Ungraded ☐☐☐☐	☐☐☐	☐☐☐
Post-Secondary		☐ Unknown 65
1st Year 48 ☐☐☐☐	43 ☐☐☐	66 ☐☐☐
2nd Year ☐☐☐☐	☐☐☐	☐☐☐

Continued on Next Page

51. **Total Instructional Program Enrollment:**

(a) In the section labeled **Vocational Program Enrollment,** indicate by grade level and sex the number of students with the instructional program's vocational objectives. (unduplicated count)

(b) Under **Elective Enrollment,** indicate all other students by grade level and sex who are enrolled in this instructional program. (unduplicated count)

GRADE LEVEL	VOCATIONAL PROGRAM ENROLLMENT		ELECTIVE ENROLLMENT	
	MALES	FEMALES	MALES	FEMALES
Secondary 9th	28 ☐☐☐	49 ☐☐☐	28 ☐☐☐	51 ☐☐☐
10th	☐☐☐	☐☐☐	☐☐☐	☐☐☐
11th	☐☐☐	☐☐☐	☐☐☐	☐☐☐
12th	☐☐☐	☐☐☐	☐☐☐	☐☐☐
Special Class or Ungraded	☐☐☐	☐☐☐	☐☐☐	☐☐☐
Post-Secondary 1st Year	43 ☐☐☐	64 ☐☐☐	43 ☐☐☐	64 ☐☐☐
2nd Year	☐☐☐	☐☐☐	☐☐☐	☐☐☐

DF-4

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

SPECIFIC PROGRAM INFORMATION DATA FOR ADULT INSTRUCTIONAL PROGRAMS

4 ☐☐☐ ☐☐ ☐☐ ☐☐☐
school code

Date ☐☐ month ☐☐ day ☐☐ year

School Name ______________________________

School District ______________________________ Person Completing This Form ______________________________

NOTE: If this training is not conducted in a regular school situation, use the space above to list the special program/project title and the sponsoring agency/association.

Instructional Program Title ______________________________
(What do you call this program?)

Vocational Program Area ______________________________ ☐☐.☐☐☐☐
(T and I, Agriculture, Home Ec., etc.) Vocational Program Code

---

1. What is the **purpose** of this training?
   (check one only)

26 0 ☐ Preparatory (initial or entry level) training
1 ☐ Supplementary (upgrading or in-service) training
2 ☐ Other (combination of the above—specify)
____

2. Is this instructional program **primarily** designed to serve persons with **special needs?**

☐ Yes ☐ No

if yes, check type(s)

☐ Handicapped
☐ Disadvantaged
30 ☐ Other (specify) ______________________________

3. Is this instructional program offered on a **regular** on-going basis?

☐ Yes ☐ No

4. Is this instructional program offered on a **temporary** basis to fulfill an immediate need or request?

☐ Yes ☐ No

5. Is this an MDTA training program?

☐ Yes ☐ No

6. Is this an apprentice training program?

☐ Yes ☐ No

7. When is this instructional program offered?

☐ Day only
☐ Night only
☐ Both day and night

8. If this program is offered on a continuing basis it is taught: (check **one** only)

1 ☐ Using instructional modules permitting students to progress at their own pace
2 ☐ Quarterly
3 ☐ Each semester
4 ☐ Each trimester
5 ☐ Once each year
6 ☐ Other (specify) ______________________________

7 ☐ This program is **not** offered on a continuing basis

9. What is the **duration** of time, in weeks, required for a student to complete this instructional program?

☐☐☐ Number of **weeks**
40

10. How many **clock hours** of classroom instruction or training are required for a student to complete this instructional program?

☐☐☐☐ Clock hours

11. Which of these **organizations** requested this instructional program? (check one or more)

☐ Vocational Rehabilitation
☐ Welfare Department
☐ Business and Industry
☐ Union or Employee Group
50 ☐ Interest Group for Disadvantaged
☐ Other (specify)________________

☐ This program was **not** implemented at the request of any outside organization.

12. Did the **organization** requesting this instructional program **provide** financial support, instructional materials or other contributions?

☐ Yes ☐ No

☐ This program was **not** implemented at the request of any outside organization.

13. Check one or more items which best describe the **source** of the **curriculum materials** used in this instructional program.

☐ Original or adapted by local staff

☐ Standard state curriculum guide

☐ Commercially prepared materials

☐ Borrowed from similar program

☐ Developed by special agency or association (specify)________________

60 ☐ Other (specify)________________

14. Indicate the number of vocational teachers used for this program.

☐☐

15. Indicate the number of teachers used for this program who fall into the following categories:

☐☐ Regular employees of the school
☐☐ Recruited temporarily from business, industry or some other agency

16. Does this instructional program have an **advisory committee?**

☐ Yes ☐ No

17. List the number of socio-economically **disadvantaged** persons among those **enrolled** in this instructional program.

☐☐☐ Number of disadvantaged
70

18. List the number of **handicapped** persons among those **enrolled** in this instructional program.

☐☐☐ Number of handicapped

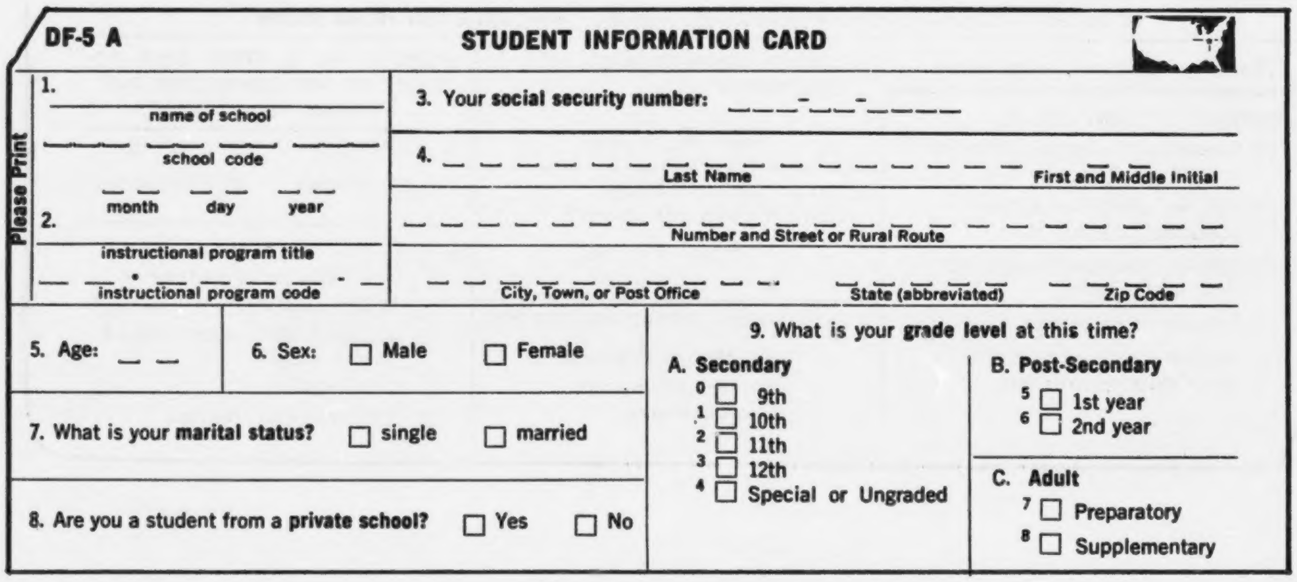
19. Give the estimated average **out-of-pocket costs** to students in this instructional program.

28 $☐☐☐ Transportation costs
$☐☐☐ Instructional costs
$☐☐☐ Total estimated cost (include items not covered above and estimate to the nearest dollar)

20. **Total Instructional Program Enrollment:**

How many persons are **enrolled** in this instructional program?

	Males	Females
Preparatory	☐☐☐ 37	☐☐☐ 43
Supplementary	☐☐☐ 40	☐☐☐ 46



DF-5 A

STUDENT INFORMATION CARD

Please Print

1. ______ name of school

______ ______ ______ ______ school code

__ __ __ __ __ __ month day year

2. ______ instructional program title

__ __ . __ __ __ __ - __ instructional program code

3. Your **social security number:** ___-__-____

4. ______ Last Name ______ First and Middle Initial

______ Number and Street or Rural Route

______ City, Town, or Post Office ______ State (abbreviated) ______ Zip Code

5. Age: __ __

6. Sex: ☐ Male ☐ Female

7. What is your **marital status?** ☐ single ☐ married

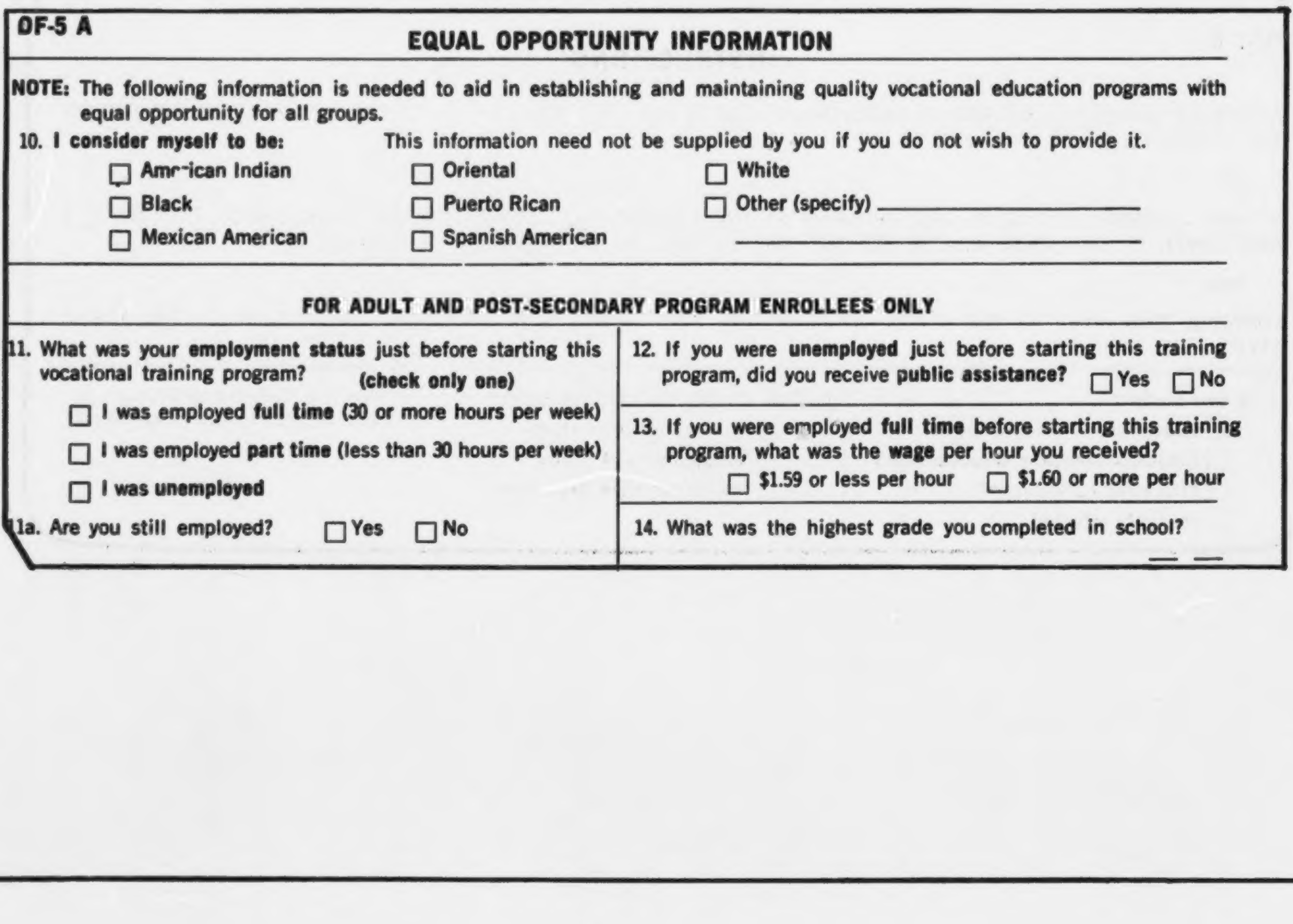
8. Are you a student from a **private school?** ☐ Yes ☐ No

9. What is your **grade level** at this time?

A. **Secondary**
- 0 ☐ 9th
- 1 ☐ 10th
- 2 ☐ 11th
- 3 ☐ 12th
- 4 ☐ Special or Ungraded

B. **Post-Secondary**
- 5 ☐ 1st year
- 6 ☐ 2nd year

C. **Adult**
- 7 ☐ Preparatory
- 8 ☐ Supplementary



DF-5 A

EQUAL OPPORTUNITY INFORMATION

NOTE: The following information is needed to aid in establishing and maintaining quality vocational education programs with equal opportunity for all groups.

10. **I consider myself to be:** This information need not be supplied by you if you do not wish to provide it.

☐ American Indian ☐ Oriental ☐ White

☐ Black ☐ Puerto Rican ☐ Other (specify) ______

☐ Mexican American ☐ Spanish American ______

FOR ADULT AND POST-SECONDARY PROGRAM ENROLLEES ONLY

11. What was your **employment status** just before starting this vocational training program? **(check only one)**
- ☐ I was employed **full time** (30 or more hours per week)
- ☐ I was employed **part time** (less than 30 hours per week)
- ☐ **I was unemployed**

11a. Are you still employed? ☐ Yes ☐ No

12. If you were **unemployed** just before starting this training program, did you receive **public assistance?** ☐ Yes ☐ No

13. If you were employed **full time** before starting this training program, what was the **wage** per hour you received? ☐ $1.59 or less per hour ☐ $1.60 or more per hour

14. What was the highest grade you completed in school? __ __

DF-5 B

VOCATIONAL STUDENT STATUS REPORT

READ INSTRUCTIONS ON THE REVERSE SIDE BEFORE COMPLETING ANY ITEMS BELOW

Check one or more items below

1. CURRENT STUDENT STATUS:
   - ☐ Completed the requirements of this program — not in school.
   - ☐ Still in school—in different vocational program.
   - ☐ Still in school—no longer in any vocational program.
   - ☐ Transferred to another school.
   - ☐ Terminated schooling before completing requirements.
   - ☐ Unknown.

2. DATE OF COMPLETION OR TERMINATION:

   __ __ - __ __ - __ __
   mo. day year

3. Was an EXIT INTERVIEW conducted with this student?

   1 ☐ Yes 0 ☐ No

4. EMPLOYMENT STATUS OF STUDENT:
   - ☐ Will not seek employment.
   - ☐ Will seek employment.
   - ☐ Status unknown.

ITEMS 5 AND 6 APPLY ONLY TO STUDENTS **NOT** COMPLETING THE PROGRAM REQUIREMENTS.

5. CONDITIONS OF TERMINATION:

   1 ☐ Voluntary 0 ☐ Involuntary

6. REASONS FOR TERMINATION:
   - ☐ Transportation unavailable.
   - ☐ Unable to afford transportation.
   - ☐ Unable to afford instructional & related costs.
   - ☐ Other (specify)________________.
   - ☐ Unknown or no interview.

DF-5 B

INSTRUCTIONS

WHENEVER THERE IS A CHANGE IN ENROLLMENT STATUS FOR THIS STUDENT, COMPLETE THE ITEMS BELOW AND ON THE REVERSE SIDE OF THIS CARD.

OR

IF THIS STUDENT IS STILL IN THIS PROGRAM AT THE END OF THE CURRENT SCHOOL YEAR, CHECK THIS BOX ☐ AND COMPLETE THE ITEMS BELOW. DO NOT MARK ITEMS ON THE REVERSE SIDE OF THIS CARD.

AND

FORWARD THIS CARD TO THE STATE OFFICE WITHIN TWO (2) WEEKS AFTER COMPLETING EITHER OF THE ABOVE STEPS.

a. Is this student:
   - ☐ Educationally disadvantaged
   - ☐ Socio-economically disadvantaged
   - ☐ Physically handicapped
   - ☐ Mentally retarded

b. This student has participated in:
   - ☐ Cooperative work study
   - ☐ Vocational work study
   - ☐ Vocational work experience

c. Did this student receive any specialized remedial instruction?

   1 ☐ Yes 0 ☐ No

DF-6

THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

A FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

Student and Vocational Program Identification

Your Social Security Number ☐☐☐ ☐☐ ☐☐☐☐

Is Your Name and Address Correct as Printed Above?
If not, please print the corrected information below:

New Name________________________ Last Name __ __ First and Middle Initial

New Address________________________ Number and Street or Rural Route

____________ City, Town, or Post Office ______ State (abbreviated) _____ Zip Code

DIRECTIONS:

WHEN ASKED TO "CHECK" A BOX, PLEASE USE AN "X" TYPE CHECK MARK.

WHENEVER THE WORDS **THIS VOCATIONAL PROGRAM** APPEAR, THEY REFER TO THE VOCATIONAL PROGRAM PRINTED ON THE IDENTIFICATION LABEL ABOVE.

---

1. Since you left this vocational program, did you seek **full-time** employment? (30 or more hours per week)

36 ☐ Yes ☐ No

2. If you did not seek **full-time** employment when you left this vocational program, indicate the reason.

(Check only one box)

1 ☐ Expected to enter another school
2 ☐ Housewife or about to be married
3 ☐ Physical or other handicap
4 ☐ Not interested in a job
5 ☐ Expected to enter the military service
6 ☐ Only wanted to work part-time (less than 30 hours per week)
7 ☐ Other (specify) ________________
____

3. Did you seek **part-time** employment (less than 30 hours per week) when you left this vocational program?

☐ Yes ☐ No

4. If you sought **part-time** employment, instead of full-time employment, when you left this vocational program, indicate the reason.

(Check only one box)

1 ☐ Expected to enter another school
2 ☐ Housewife or about to be married
3 ☐ Physical or other handicap
4 ☐ Not interested in a full-time job
5 ☐ Expected to enter the military service
6 ☐ Unable to find a full-time job
7 ☐ Other (specify) ________________

5. How many **full-time** jobs (30 or more hours per week) have you held since you left this vocational program?

0 ☐ **None**
1 ☐ 1 full-time job
2 ☐ 2 full-time jobs
3 ☐ 3 to 5 full-time jobs
4 ☐ 6 or more full-time jobs

NOTE: If your answer to question 5 was **NONE**, skip to question 15.

6. If you got a **full-time** job when you left this vocational program:

What was your job? ____________________

☐☐.☐☐☐☐
For State Use Only

7. How closely did your **first full-time** job (30 or more hours per week) after leaving this vocational program relate to the training you received?

(Check only one box)

50 ¹☐ I was employed in the occupation for which I was trained by this vocational program
²☐ I was employed in a related occupation
³☐ I was employed in a completely different occupation

8. Did this vocational training program adequately prepare you for your **first full-time** job after leaving this training?

☐ Yes ☐ No

9. What was your **beginning hourly wage** on your **first full-time** job since leaving this vocational program?

(Check only one box)

¹☐ $1.59 or less per hour
²☐ $1.60 to $1.99 per hour
³☐ $2.00 to $2.49 per hour
⁴☐ $2.50 to $2.99 per hour
⁵☐ $3.00 to $3.99 per hour
⁶☐ $4.00 or more per hour

10. How did you get your **first full-time** job after leaving this vocational training?

(check appropriate box or boxes below)

☐ I got the job myself
☐ My family or friends helped me get the job
☐ The job placement services provided by the school helped me get the job
☐ The state employment service helped me get the job
☐ A private employment agency helped me get the job
☐ Other (specify) ____________________
____

11. After you got your **first** job (full-time or part-time) following this vocational training, have you ever again used any of the **job placement services** provided by the school or this vocational program?

☐ Yes ☐ No

(CONTINUED NEXT COLUMN)

11. Continued.

(if yes, check the service(s) you have used since getting your first job)

60 ☐ Coordinated service provided by school and state employment service
☐ Vocational teacher assistance
☐ Guidance counselor assistance
☐ Other (specify) ____________________
____

12. What is the **most** you have earned on a **full-time** job since leaving this program?

(Check only one box)

¹☐ $1.59 or less per hour
²☐ $1.60 to $1.99 per hour
³☐ $2.00 to $2.49 per hour
⁴☐ $2.50 to $2.99 per hour
⁵☐ $3.00 to $3.99 per hour
⁶☐ $4.00 or more per hour

13. If you held **two or more full-time** jobs (30 or more hours per week) since you ended this vocational training, check **one** box below.

¹☐ I was trained in school for my **last** job
²☐ My **last** job was related to this vocational training
³☐ My **last** job was not at all related to this vocational training

14. Indicate below the **location** of your present or most recent **full-time** employment.

____
Village, Town, City

____
County

☐☐.☐☐☐ 70 ____________________
For State Use Only State

15. What is your **current employment status?**

(Check the appropriate box or boxes below)

☐ I am employed
  ☐ **full-time** (30 or more hours per week)
  ☐ **part-time** (less than 30 hours per week)
☐ I am **unemployed,**
  ☐ **but looking** for work
  ☐ and **not looking** for work
☐ I am in the **military service**

16. If you are presently working:

What is your job? ____________________

79 39
☐☐.☐☐☐☐ ____________________
For State Use Only

17. What **wages** are you presently earning?

check **one** box below

43
1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour

18. As best you know, what type(s) of **job placement service(s)** were provided by the school and the vocational program in which you were enrolled?

☐ School had no placement services
☐ A school placement service coordinated with the State Employment Service
☐ Vocational Teachers helped place students in jobs by making referrals
☐ Guidance Counselors helped students find jobs
☐ Other (specify) ____________________
____

19. Were you **satisfied** with the vocational training you received in this program?

☐ Yes ☐ No

20. Would you **recommend** this vocational program to others?

50 ☐ Yes ☐ No

21. Since you left this vocational program, have you enrolled in any **additional education** program(s)?

☐ Yes ☐ No

If yes, check type(s) and purpose(s) below:

- ☐ **General education program(s)**
  - ☐ To raise my general education level
  - ☐ Informal, noncredit course(s)
- ☐ **Vocational program(s)**
  - ☐ To upgrade the vocational skills previously learned in this program
  - ☐ To learn a new occupation

(CONTINUED NEXT COLUMN)

21. Continued.

What type(s) of vocational training program(s) did you attend?

☐ Private school(s)
☐ Public school(s)
60 ☐ Business or Industry

22. If you did enroll for **additional education** after leaving this vocational program, have you received (or expect to receive) one or more of the following:

☐ Yes ☐ No

if yes, check type(s)

☐ A certificate (type) ____________________
☐ A diploma (type) ____________________
☐ A 2-year associate degree (major) ____________________
☐ A 4-year college degree (major) ____________________
☐ Other (specify) ____________________

23. Are you **now** enrolled in a **vocational** program?

☐ Yes ☐ No

24. Are you **now** enrolled in any **educational** program(s) other than vocational?

☐ Yes ☐ No

25. Are you interested in getting **more vocational** training?

☐ Yes ☐ No.

26. Are you interested in getting **more general** education?

70 ☐ Yes ☐ No

27. If you are interested in getting **more training** of **any kind,** indicate the type you are interested in: ____________________
____

Continued on Next Page

☐☐.☐☐☐☐ 76
☐☐☐☐ 80
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Please use the space below for comments you have on how this vocational program can be improved.

For example:

Needed more information on job openings.
More individual help should be given to students.

Your comments will be kept strictly confidential.

DF-7 CARD SERIES -- ADDITIONAL PLANNING DATA

DF-7 A

Public Schools in
Economically Depressed Areas

Month Card __ Year of __

______________ Area Name

______________ Area Classification

School Code		
--- -- -- ---	--- -- -- ---	--- -- -- ---
--- -- -- ---	--- -- -- ---	--- -- -- ---
--- -- -- ---	--- -- -- ---	--- -- -- ---
--- -- -- ---	--- -- -- ---	--- -- -- ---
--- -- -- ---	--- -- -- ---	--- -- -- ---
--- -- -- ---	--- -- -- ---	--- -- -- ---

DF-7 B

Enrollment Data
Public Secondary School Physically and
Mentally Handicapped Students

Month Card __ Year of __

School Code	Number of Handicapped	
	Physically Handicapped (If no data check box)	Mentally Retarded (If no data check box)
--- -- -- ---	☐ ---	☐ ---
--- -- -- ---	☐ ---	☐ ---
--- -- -- ---	☐ ---	☐ ---
--- -- -- ---	☐ ---	☐ ---
--- -- -- ---	☐ ---	☐ ---
--- -- -- ---	☐ ---	☐ ---

DF-7 C

Number of Unemployed Heads of Households Receiving Public Assistance

_ _   _ _
Month Year
Card _ of _

EPD Code	County Code	Number Receiving Assistance
		(If no data check box)
_ _	_ _ _	☐ _ _ _ _ _ _ _ _
	_ _ _	☐ _ _ _ _ _ _ _ _
	_ _ _	☐ _ _ _ _ _ _ _ _
	_ _ _	☐ _ _ _ _ _ _ _ _
	_ _ _	☐ _ _ _ _ _ _ _ _
	_ _ _	☐ _ _ _ _ _ _ _ _

DF-7 D

Out-of-School Unemployed Handicapped Persons Seeking Employment through State Agencies

_ _   _ _
Month Year
Card _ of _

EPD Code	County Code	Number of Handicapped	
		Physically Handicapped	Mentally Retarded
		(If no data check box)	(If no data check box)
_ _	_ _ _	☐ _ _ _ _ _ _	☐ _ _ _ _ _ _
	_ _ _	☐ _ _ _ _ _ _	☐ _ _ _ _ _ _
	_ _ _	☐ _ _ _ _ _ _	☐ _ _ _ _ _ _
	_ _ _	☐ _ _ _ _ _ _	☐ _ _ _ _ _ _
	_ _ _	☐ _ _ _ _ _ _	☐ _ _ _ _ _ _
	_ _ _	☐ _ _ _ _ _ _	☐ _ _ _ _ _ _

DF-7 E

Occupations Paying Workers Less Than Federal Minimum Wage Rate

_ _   _ _
Month Year
Card _ of _

EPD Code	County Code	Vocational Program Area Code	Vocational Training Code Equivalent	Est. number earning less than FMW rate
		Check box if none		Check box if no data
_ _	_ _	☐ _ _	_ _ _ _	☐ _ _ _ _ _ _
		_ _	_ _ _ _	☐ _ _ _ _ _ _
		_ _	_ _ _ _	☐ _ _ _ _ _ _
		_ _	_ _ _ _	☐ _ _ _ _ _ _
		_ _	_ _ _ _	☐ _ _ _ _ _ _
		_ _	_ _ _ _	☐ _ _ _ _ _ _

APPENDIX D

COMPUTER PRINTOUT TABLES

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- Objective Two Goal Statements
- Objective Three Goal Statements
- Objective Four Goal Statements

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- Secondary Level Data:
  - by EPD/School; by EPD; and State Summary by EPD
- Post-Secondary Level Data:
  - by EPD/School; by EPD; and State Summary by EPD
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  - by EPD/School; by EPD; and State Summary by EPD

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- Post-Secondary Level Data:
  - by EPD/School; by EPD; Program Area Summary by EPD; and State Summary by EPD
- Adult Program Data:
  - by EPD/School; by EPD; Program Area Summary by EPD; and State Summary by EPD

TABLE 3 VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING 133

Secondary Level Data:
by EPD/School; by EPD; and State Summary by EPD

Post-Secondary Level Data:
by EPD/School; by EPD; and State Summary by EPD

Adult Program Data:
by EPD/School; by EPD; and State Summary by EPD

TABLE 4 VOCATIONAL STUDENT ENROLLMENT AND CHARACTERISTIC DATA. 142

Secondary Level Data:
by EPD/School; by EPD; Program Area Summary by EPD; and State Summary by EPD

Post-Secondary Level Data:
by EPD/School; by EPD; Program Area Summary by EPD; and State Summary by EPD

Adult Program Data:
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EPD Summary by Schools

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Secondary Level Data:
by EPD/School; and by EPD

Post-Secondary Level Data:
by EPD/School; and by EPD

Adult Program Data:
by EPD/School; and by EPD

TABLE 6B FOLLOW-UP SURVEY OF COMPLETIONS, SUMMARY TOTALS . .162

Secondary Level Data:
by EPD/School; and by EPD

Post-Secondary Level Data:
by EPD/School; and by EPD

Adult Program Data:
by EPD/School; and by EPD

TABLE 7A FOLLOW-UP SURVEY OF TERMINATIONS, BY SEX. 168

Secondary Level Data:
by EPD/School; and by EPD

Post-Secondary Level Data:
by EPD/School; and by EPD

Adult Program Data:
by EPD/School; and by EPD

TABLE 7B FOLLOW-UP SURVEY OF TERMINATIONS, SUMMARY TOTALS. .174

Secondary Level Data:
by EPD/School; and by EPD

Post-Secondary Level Data:
by EPD/School; and by EPD

Adult Program Data:
by EPD/School; and by EPD

OBJECTIVE ONE

TABLE 1

STATE SUMMARY OF GOALS AND ACHIEVEMENTS BY OBJECTIVE

GOALS FOR FISCAL YEAR				GOAL ACHIEVEMENTS				PROJECTED GOALS	
STATE TOTALS			EPD TOTALS	ACTUALLY ACCOMPLISHED		DISCREPANCIES		NEXT FISCAL YEAR	END OF FISCAL YEAR
				STATE	EPD	+	-		
29215	SECONDARY SCHOOL YOUTH WILL BE ENROLLED IN VOCATIONAL PROGRAMS.			18396		0	10819		
A		1	11635		11600	0	35		
		2	9315		2760	0	6555		
		3	8265		4036	0	4229		
4220	SECONDARY SCHOOL YOUTH WITH PHYSICAL OR MENTAL HANDICAPS WILL BE ENROLLED IN VOCATIONAL PROGRAMS.			2995		0	1225		
B		1	2400		2475	75	0		
		2	980		103	0	877		
		3	840		417	0	423		
5035	DISADVANTAGED SECONDARY SCHOOL YOUTH WILL BE ENROLLED IN VOCATIONAL PROGRAMS.			4009		0	1026		
C		1	3100		2700	0	400		
		2	1255		987	0	268		
		3	680		322	0	358		
4578	PERSONS WILL BE ENROLLED IN POST-SECONDARY PREPARATORY VOCATIONAL PROGRAMS.			5608		1030	0		
D		1	3540		4447	907	0		
		2	685		564	0	121		
		3	353		597	244	0		
985	PERSONS WITH PHYSICAL OR MENTAL HANDICAPS WILL BE ENROLLED IN POST-SECONDARY VOCATIONAL PROGRAMS.			87		0	898		
E		1	610		47	0	563		
		2	230		23	0	207		
		3	145		17	0	128		

TABLE 1

STATE SUMMARY OF GOALS AND ACHIEVEMENTS BY OBJECTIVE

STATE TOTALS	GOALS FOR FISCAL YEAR		EPD TOTALS	GOAL ACHIEVEMENTS: ACTUALLY ACCOMPLISHED STATE	EPD	DISCREPANCIES +	-	PROJECTED GOALS: NEXT FISCAL YEAR	END OF FISCAL YEAR
2920	DISADVANTAGED PERSONS WILL BE ENROLLED IN POST-SECONDARY VOCATIONAL PROGRAMS.			3237		317	0		
	F	1	1780		2100	320	0		
		2	910		1045	135	0		
		3	230		92	0	138		
16770	PERSONS WILL BE ENROLLED IN ADULT PREPARATORY VOCATIONAL PROGRAMS.			15572		0	1198		
	G	1	9475		10500	1025	0		
		2	3065		4049	984	0		
		3	4230		1023	0	3207		
5985	PERSONS WILL BE ENROLLED IN ADULT SUPPLEMENTARY VOCATIONAL PROGRAMS.			3999		0	1986		
	H	1	2955		1056	0	1899		
		2	1830		1907	77	0		
		3	1200		1036	0	164		
466	PERSONS WITH PHYSICAL OR MENTAL HANDICAPS WILL BE ENROLLED IN ADULT REGULAR VOCATIONAL PROGRAMS.			666		200	0		
	I	1	265		473	208	0		
		2	106		91	0	15		
		3	95		102	7	0		
2995	DISADVANTAGED PERSONS WILL BE ENROLLED IN ADULT REGULAR VOCATIONAL PROGRAMS.			2872		0	123		
	J	1	1895		2007	112	0		
		2	750		672	0	78		
		3	350		193	0	157		

TABLE 1

STATE SUMMARY OF GOALS AND ACHIEVEMENTS BY OBJECTIVE

GOALS FOR FISCAL YEAR			GOAL ACHIEVEMENTS				PROJECTED GOALS	
			ACTUALLY ACCOMPLISHED		DISCREPANCIES			
STATE TOTALS		EPD TOTALS	STATE	EPD	+	-	NEXT FISCAL YEAR	END OF FISCAL YEAR
1727 PERSONS WITH PHYSICAL OR MENTAL HANDICAPS WILL BE ENROLLED IN ADULT SPECIAL NEEDS VOCATIONAL PROGRAMS			1099		0	628		
K	1	912		963	51	0		
	2	350		107	0	243		
	3	465		29	0	436		
745 DISADVANTAGED PERSONS WILL BE ENROLLED IN ADULT SPECIAL NEEDS VOCATIONAL PROGRAMS.			900		155	0		
L	1	570		623	53	0		
	2	110		203	93	0		
	3	65		74	9	0		
1501 PERSONS WHOSE HOURLY WAGE FOR FULL-TIME EMPL. FALLS BELOW THE FED. MIN. WAGE RATE WILL BE ENROLLED IN VOC. PROGRAMS TO INCREASE THEIR HOURLY EARNINGS.			961		0	540		
M	1	1300		450	0	850		
	2	95		236	141	0		
	3	106		275	169	0		
1960 PERSONS RECEIVING PUBLIC ASSISTANCE WILL BE ENROLLED IN VOCATIONAL PROGRAMS.			383		0	1577		
N	1	1465		268	0	1197		
	2	285		91	0	194		
	3	210		24	0	186		

OBJECTIVE TWO

TABLE 1

PAGE 1

STATE SUMMARY OF GOALS AND ACHIEVEMENTS BY OBJECTIVE

GOALS FOR FISCAL YEAR			GOAL ACHIEVEMENTS				PROJECTED GOALS	
			ACTUALLY ACCOMPLISHED		DISCREPANCIES			
STATE TOTALS		EPD TOTALS	STATE	EPD	+	-	NEXT FISCAL YEAR	END OF FISCAL YEAR
493 VOC. PROGRAMS WILL HAVE THEIR VOCATIONAL AND GENERAL EDUCATION STAFFS JOINTLY ORGANIZE THEIR OFFERINGS IN RELATION TO VOCATIONAL PROGRAM OBJECTIVES.			105		0	388		
A	1	245		71	0	174		
	2	163		22	0	141		
	3	85		12	0	73		
431 VOCATIONAL PROGRAMS WILL HAVE INDICATED WHEN THEY NEXT PLAN TO UPDATE THE OCCUPATIONAL COMPETENCIES THAT NEED TO BE TAUGHT.			435		4	0		
B	1	211		221	10	0		
	2	145		174	29	0		
	3	75		40	0	35		
458 VOCATIONAL PROGRAMS WILL USE WRITTEN PERFORMANCE OBJECTIVES BASED ON AN ANALYSIS OF REQUIRED OCCUPATIONAL COMPETENCIES.			37		0	421		
C	1	235		17	0	218		
	2	150		14	0	136		
	3	73		6	0	67		
353 VOCATIONAL PROGRAMS WILL PROVIDE STUDENTS WITH CONSUMER EDUCATION AS PART OF THE TOTAL INSTRUCTIONAL PROGRAM.			254		0	99		
D	1	185		139	0	46		
	2	101		72	0	29		
	3	67		43	0	24		

STATE SUMMARY OF GOALS AND ACHIEVEMENTS BY OBJECTIVE

STATE TOTALS	GOALS FOR FISCAL YEAR		EPD TOTALS	GOAL ACHIEVEMENTS: ACTUALLY ACCOMPLISHED STATE	ACTUALLY ACCOMPLISHED EPD	DISCREPANCIES +	DISCREPANCIES -	PROJECTED GOALS: NEXT FISCAL YEAR	END OF FISCAL YEAR
392	VOCATIONAL PROGRAMS WILL ENROLL STUDENTS WITH EDUC. DEFICIENCIES WHICH COULD ACT AS SERIOUS BARRIERS TO SUCCESSFUL PROGRAM COMPLETION OR JOB PLACEMENT.			394		2	0		
A		1	231		247	16	0		
		2	106		110	4	0		
		3	55		37	0	18		
320	VOC. PROG. WILL OFFER SPEC. EDUC. INSTR. TO STUDENTS WITH EDUC. DEF. WHICH COULD ACT AS SERIOUS BARRIERS TO SUCCESSFUL PROG. COMPLETION OR JOB PLACEMENT.			334		14	0		
B		1	200		206	6	0		
		2	75		82	7	0		
		3	45		46	1	0		
437	VOCATIONAL PROGRAMS WILL ENROLL THE POTENTIAL NUMBER OF STUDENTS THEY CAN ACCOMMODATE.			414		0	23		
C		1	260		292	32	0		
		2	135		102	0	33		
		3	42		20	0	22		
43	SCHOOLS WILL OFFER VOCATIONAL PROGRAMS DURING BOTH DAY AND EVENING HOURS.			58		15	0		
D		1	22		37	15	0		
		2	13		16	3	0		
		3	8		5	0	3		
174	VOCATIONAL PROGRAMS WILL OPERATE AT TIMES OTHER THAN DURING THE REGULAR SCHOOL YEAR (SEPTEMBER - JUNE).			191		17	0		
E		1	108		132	24	0		
		2	53		42	0	11		
		3	13		17	4	0		

OBJECTIVE THREE

TABLE 1

PAGE 2

STATE SUMMARY OF GOALS AND ACHIEVEMENTS BY OBJECTIVE

GOALS FOR FISCAL YEAR			GOAL ACHIEVEMENTS				PROJECTED GOALS	
			ACTUALLY ACCOMPLISHED		DISCREPANCIES			
STATE TOTALS		EPD TOTALS	STATE	EPD	+	-	NEXT FISCAL YEAR	END OF FISCAL YEAR
31 SCHOOLS WILL OFFER PREVOCATIONAL GROUP GUIDANCE.			44		13	0		
F	1	16		22	6	0		
	2	9		10	1	0		
	3	6		12	6	0		
7491 STUDENTS WILL RECEIVE PREVOCATIONAL GROUP GUIDANCE.			9242		1751	0		
G	1	3378		4273	895	0		
	2	2835		2927	92	0		
	3	1278		2042	764	0		
6169 VOCATIONAL STUDENTS WILL BE ENROLLED IN INSTRUCTIONAL PROGRAMS IN AREAS IDENTIFIED AS BEING ECONOMICALLY DEPRESSED.			5217		0	952		
H	1	3568		4122	554	0		
	2	1006		673	0	333		
	3	1595		422	0	1173		

OBJECTIVE FOUR

TABLE 1

STATE SUMMARY OF GOALS AND ACHIEVEMENTS BY OBJECTIVE

GOALS FOR FISCAL YEAR				GOAL ACHIEVEMENTS				PROJECTED GOALS	
STATE TOTALS			EPD TOTALS	ACTUALLY ACCOMPLISHED STATE	ACTUALLY ACCOMPLISHED EPD	DISCREPANCIES +	DISCREPANCIES -	NEXT FISCAL YEAR	END OF FISCAL YEAR
213	SCHOOLS WILL HAVE AN ANNUAL AND LONG-RANGE PLAN FOR VOCATIONAL EDUCATION.			150		0	63		
	A	1	110		91	0	19		
		2	68		42	0	26		
		3	35		17	0	18		
199	SCHOOLS OFFERING VOCATIONAL PROGRAMS WILL HAVE PLACEMENT SERVICES AVAILABLE TO ALL PROGRAM TERMINEES.			195		0	4		
	B	1	100		107	7	0		
		2	75		74	0	1		
		3	24		14	0	10		
337	VOCATIONAL PROGRAMS WILL HAVE STUDENTS INVOLVED IN COOPERATIVE OR OTHER OUT-OF-CLASS WORK EXPERIENCES.			338		1	0		
	C	1	210		212	2	0		
		2	85		86	1	0		
		3	42		40	0	2		
307	VOCATIONAL PROGRAMS WILL PROVIDE SIMULATED WORK EXPERIENCES IN THE CLASSROOM SETTING.			311		4	0		
	D	1	180		194	14	0		
		2	75		76	1	0		
		3	52		41	0	11		
191	SCHOOLS OFFERING VOCATIONAL PROGRAMS WILL HAVE A GENERAL ADVISORY COMMITTEE FOR VOCATIONAL PROGRAMS.			182		0	9		
	E	1	96		97	1	0		
		2	59		58	0	1		
		3	36		27	0	9		

TABLE 1

STATE SUMMARY OF GOALS AND ACHIEVEMENTS BY OBJECTIVE

GOALS FOR FISCAL YEAR				GOAL ACHIEVEMENTS				PROJECTED GOALS	
STATE TOTALS			EPD TOTALS	ACTUALLY ACCOMPLISHED		DISCREPANCIES		NEXT FISCAL YEAR	END OF FISCAL YEAR
				STATE	EPD	+	-		
358	VOCATIONAL PROGRAMS WILL HAVE AN ADVISORY COMMITTEE.			377		19	0		
F		1	218		227	9	0		
		2	106		109	3	0		
		3	34		41	7	0		
300	VOCATIONAL PROGRAMS WILL ACTIVELY USE AN ADVISORY COMMITTEE IN EVALUATING THEIR OPERATIONS.			358		58	0		
G		1	182		220	38	0		
		2	96		107	11	0		
		3	22		31	9	0		
87	PERCENT OF VOC. PROGRAM COMPLETIONS WHO WILL SEEK FULL-TIME EMPLOYMENT WILL FIND SUCH EMPL. WITHIN (SIX) MONTHS AFTER COMPLETING PROGRAM REQUIREMENTS.			59		0	27		
H		1	95		75	0	20		
		2	85		44	0	41		
		3	80		59	0	21		
82	PERCENT OF VOCATIONAL PROGRAM COMPLETIONS WILL FIND THEIR FIRST FULL-TIME JOB IN THE OCCUPATION FOR WHICH THEY WERE TRAINED.			60		0	22		
I		1	85		51	0	34		
		2	85		69	0	16		
		3	75		59	0	16		
18	PERCENT OF VOCATIONAL PROGRAM COMPLETIONS WILL FIND THEIR FIRST FULL-TIME JOB IN AN OCCUPATION RELATED TO THAT FOR WHICH THEY WERE TRAINED.			40		22	0		
J		1	15		49	34	0		
		2	15		31	16	0		
		3	25		41	16	0		

TABLE 1

STATE SUMMARY OF GOALS AND ACHIEVEMENTS BY OBJECTIVE

GOALS FOR FISCAL YEAR				GOAL ACHIEVEMENTS				PROJECTED GOALS	
STATE TOTALS			EPD TOTALS	ACTUALLY ACCOMPLISHED STATE	ACTUALLY ACCOMPLISHED EPD	DISCREPANCIES +	DISCREPANCIES -	NEXT FISCAL YEAR	END OF FISCAL YEAR
65	PERCENT VOC. PROG. TERMINEES WHO DID NOT COMPL. PROG. REQ. AND SEEK FULL-T EMPL. WILL FIND SUCH EMPL. WITHIN (SIX) MONTHS AFTER TERMINATING THEIR SCHOOLING.			41		0	24		
K		1	65		60	0	5		
		2	65		40	0	25		
		3	65		22	0	43		
45	PERCENT VOC. PROG. TERMINEES WHO DID NOT COMPL. PROG. REQ. WILL FIND THEIR FIRST FULL-TIME JOB IN THE OCCUPATION FOR WHICH THEY WERE TRAINED.			16		0	29		
L		1	45		27	0	18		
		2	45		14	0	31		
		3	45		7	0	38		
55	PERCENT VOC. PROG. TERMINEES WHO DID NOT COMPL. PROG. REQ. WILL FIND THEIR FIRST FULL-TIME JOB IN AN OCCUPATION RELATED TO THAT FOR WHICH TRAINED.			17		0	38		
M		1	55		16	0	39		
		2	55		27	0	28		
		3	55		9	0	46		
266	VOCATIONAL PROGRAMS WILL HAVE AMORTIZATION SCHEDULES FOR ALL MAJOR EQUIPMENT.			268		2	0		
N		1	181		179	0	2		
		2	63		66	3	0		
		3	22		23	1	0		
114	SCHOOLS WHICH HAVE VOCATIONAL PROGRAMS WILL OFFER SPECIALIZED VOCATIONAL GUIDANCE SERVICES TO NON-COLLEGE BOUND STUDENTS.			110		0	4		
O		1	61		72	11	0		
		2	22		24	2	0		
		3	31		14	0	17		

TABLE 1

STATE SUMMARY OF GOALS AND ACHIEVEMENTS BY OBJECTIVE

GOALS FOR FISCAL YEAR				GOAL ACHIEVEMENTS				PROJECTED GOALS	
				ACTUALLY ACCOMPLISHED		DISCREPANCIES			
STATE TOTALS			EPD TOTALS	STATE	EPD	+	-	NEXT FISCAL YEAR	END OF FISCAL YEAR
351	STATE CERTIFIED GUIDANCE PERSONNEL WILL HAVE SPECIAL VOCATIONAL GUIDANCE PREPARATION.			346		0	5		
P		1	216		219	3	0		
		2	104		115	11	0		
		3	31		12	0	19		
909	VOCATIONAL TEACHERS WILL HAVE COMPLETED STATE CERTIFICATION REQUIREMENTS FOR THE INSTRUCTIONAL AREA IN WHICH THEY TEACH.			934		25	0		
Q		1	435		451	16	0		
		2	306		312	6	0		
		3	168		171	3	0		
295	VOC. PROG. WILL HAVE A PLAN FOR SECURING MANPOWER INFORMATION AS A MEANS FOR ESTIMATING POTENTIAL EMPL. OPPORTUNITIES FOR PROGRAM TERMINIEES.			230		0	65		
R		1	185		140	0	45		
		2	78		60	0	18		
		3	32		30	0	2		
87	PERCENT OF VOC. STUD. WITH EDUC. DEFIC. ACTING AS BARRIERS TO PROG. COMPLETION OR JOB PLACEMENT WILL RECEIVE SPECIALIZED EDUCATIONAL ASSISTANCE.			75		0	12		
S		1	90		93	3	0		
		2	90		91	1	0		
		3	80		40	0	40		
90	PERCENT OF VOC. PROG. COMPLETIONS ASKED (SIX) MONTHS AFTER COMPL. PROG. REQ. WILL INDICATE THAT THEY WOULD RECOMMEND THE VOCATIONAL PROGRAM TO OTHERS.			68		0	22		
T		1	90		92	2	0		
		2	90		81	0	9		
		3	90		32	0	58		

OBJECTIVE FOUR

TABLE 1

STATE SUMMARY OF GOALS AND ACHIEVEMENTS BY OBJECTIVE

STATE TOTALS	GOALS FOR FISCAL YEAR		EPD TOTALS	GOAL ACHIEVEMENTS: ACTUALLY ACCOMPLISHED: STATE	EPD	DISCREPANCIES: +	-	PROJECTED GOALS: NEXT FISCAL YEAR	END OF FISCAL YEAR
518	VOCATIONAL PROGRAMS WILL PREPARE PERSONS FOR OCCUPATIONS PAYING MORE THAN THE FEDERAL MINIMUM WAGE.			544		26	0		
U		1	236		250	14	0		
		2	196		202	6	0		
		3	86		92	6	0		
173	SCHOOLS OFFERING VOC. EDUC. PROG. WILL HAVE DATA TO COMPUTE DIFFERENCES IN PER PUPIL EXPENDITURES FOR VOCATIONAL AND NON VOCATIONAL INSTRUCTION.			177		4	0		
V		1	96		99	3	0		
		2	52		57	5	0		
		3	25		21	0	4		
145	SCHOOLS OFFERING VOCATIONAL EDUCATION PROGRAMS WILL HAVE DATA TO COMPUTE DIFFERENCES IN PER PUPIL EXPEND. FOR EACH VOCATIONAL PROGRAM OFFERED.			151		6	0		
W		1	85		91	6	0		
		2	42		43	1	0		
		3	18		17	0	1		

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EPD  15   SCHOOL  315                                TABLE  2A                                                 PAGE  1

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I                    I                                                                                                           I
I     SECONDARY      I                                      VOCATIONAL  PROGRAM  ENROLLMENT                                      I
I                    I                                                                                                           I
I--------------------I-----------------------------------------------------------------------------------------------------------I
I PROGRAM  I  TYPE   I    9TH GRADE    I   10TH GRADE    I   11TH GRADE    I   12TH GRADE    I    UNGRADED     I     TOTALS      I
I   CODE   I---------I-----------------I-----------------I-----------------I-----------------I-----------------I-----------------I
I          IREG ISPECI  M  I  F  ITOTALI  M  I  F  ITOTALI  M  I  F  ITOTALI  M  I  F  ITOTALI  M  I  F  ITOTALI  M  I  F  ITOTALI
I----------I----I----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I
I          I    I    I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I
I  1     0 I   XI    I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I
I  4     0 I   XI    I    0I    0I    0I    0I    0I    0I    0I    0I    0I   27I   15I   42I    0I    0I    0I   27I   15I   42I
I  9   101 I   XI    I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I
I  9   200 I   XI    I    0I    0I    0I    0I    0I    0I    0I   15I   15I    0I   15I   15I    0I    0I    0I    0I   30I   30I
I 14     0 I   XI    I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I   16I   16I    0I    0I    0I    0I   16I   16I
I 14   300 I   XI    I    0I    0I    0I    0I    0I    0I    0I   66I   66I    1I   32I   33I    0I    0I    0I    1I   98I   99I
I 17   302 I   XI    I    0I    0I    0I    0I    0I    0I   23I    0I   23I   21I    0I   21I    0I    0I    0I   44I    0I   44I
I 17  1001 I   XI    I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I    0I
I 17  1100 I   XI    I    0I    0I    0I    0I    0I    0I   23I    0I   23I   22I    0I   22I    0I    0I    0I   45I    0I   45I
I 17  2302 I   XI    I    0I    0I    0I   40I    0I   40I   21I    0I   21I   19I    0I   19I    0I    0I    0I   80I    0I   80I
I 17  2306 I   XI    I    0I    0I    0I    0I    0I    0I   22I    0I   22I   23I    0I   23I    0I    0I    0I   45I    0I   45I
I          I----I----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I
I          I    I    I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I
I   TOTAL  I  11I   0I    0I    0I    0I   40I    0I   40I   89I   81I  170I  113I   78I  191I    0I    0I    0I  242I  159I  401I
I          I    I    I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I
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TABLE 2

TABLE 2A

SECONDARY			VOCATIONAL PROGRAM ENROLLMENT																	
PROGRAM CODE	TYPE		9TH GRADE			10TH GRADE			11TH GRADE			12TH GRADE			UNGRADED			TOTALS		
	REG	SPEC	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1 100	X		6	0	6	16	0	16	16	0	16	24	0	24	0	0	0	62	0	62
4 400	X		0	0	0	15	0	15	10	0	10	3	0	3	0	0	0	28	0	28
9 107	X		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9 202	X		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16 108	X		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17 1300	X		0	0	0	28	0	28	17	0	17	17	0	17	1	0	1	63	0	63
17 1600	X		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17 2302	X		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	28	0	28	17	0	17	17	0	17	1	0	1	63	0	63
TOTAL	8	0	6	0	6	59	0	59	43	0	43	44	0	44	1	0	1	153	0	153

STATE SUMMARY

TABLE 2A

SECONDARY			VOCATIONAL PROGRAM ENROLLMENT																	
PROGRAM CODE	TYPE		9TH GRADE			10TH GRADE			11TH GRADE			12TH GRADE			UNGRADED			TOTALS		
	REG	SPEC	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
EPD 2	4	0	0	0	0	0	0	0	72	0	72	73	20	93	0	0	0	145	20	165
EPD 10	8	0	6	0	6	59	0	59	43	0	43	44	0	44	1	0	1	153	0	153
EPD 15	11	0	0	0	0	40	0	40	89	81	170	113	78	191	0	0	0	242	159	401
EPD 20	16	1	0	0	0	15	14	29	91	121	212	138	217	355	0	0	0	244	352	596
EPD 40	9	0	0	0	0	0	0	0	164	34	198	109	31	140	0	0	0	273	65	338
TOTAL	48	1	6	0	6	114	14	128	459	236	695	477	346	823	1	0	1	1057	596	1653

EPD 15 SCHOOL 202 TABLE 2A PAGE 1

POST-SEC.			VOCATIONAL PROGRAM ENROLLMENT								
PROGRAM CODE	TYPE		1ST YEAR			2ND YEAR			TOTALS		
	REG	SPEC	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1 700	X		18	0	18	23	0	23	41	0	41
14 100	X		0	0	0	0	0	0	0	0	0
16 108	X		20	0	20	10	0	10	30	0	30
16 111	X		3	0	3	0	0	0	3	0	3
17 800	X		6	0	6	0	0	0	6	0	6
17 1300	X		0	0	0	0	0	0	0	0	0
17 1900	X		5	0	5	0	0	0	5	0	5
17 2303	X		12	0	12	0	0	0	12	0	12
TOTAL	8	0	64	0	64	33	0	33	97	0	97

POST-SEC.			VOCATIONAL PROGRAM ENROLLMENT								
PROGRAM CODE	TYPE		1ST YEAR			2ND YEAR			TOTALS		
	REG	SPEC	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1 400	X		0	0	0	9	0	9	9	0	9
4 117	X		0	0	0	0	0	0	0	0	0
4 119	X		0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0
7 200	X		0	0	0	1	0	1	1	0	1
7 101	X		0	0	0	0	0	0	0	0	0
7 209	X		12	0	12	9	0	9	21	0	21
7 211	X		14	0	14	3	0	3	17	0	17
	4	0	26	0	26	13	0	13	39	0	39
9 203	X		0	0	0	0	0	0	0	0	0
14 100	X		0	0	0	0	0	0	0	0	0
14 102	X		36	0	36	6	0	6	42	0	42
14 200	X		0	0	0	0	0	0	0	0	0
14 700	X		0	0	0	0	0	0	0	0	0
14 800	X		0	0	0	0	0	0	0	0	0
14 900	X		0	0	0	0	0	0	0	0	0
	6	0	36	0	36	6	0	6	42	0	42
16 100	X		0	0	0	0	0	0	0	0	0
16 108	X		70	0	70	88	0	88	158	0	158
16 109	X		21	0	21	11	0	11	32	0	32
16 113	X		13	0	13	7	0	7	20	0	20
16 114	X		5	0	5	3	0	3	8	0	8
16 503	X		0	0	0	0	0	0	0	0	0
16 506	X		0	0	0	0	0	0	0	0	0
16 599	X		70	0	70	23	0	23	93	0	93
	8	0	179	0	179	132	0	132	311	0	311
17 300	X		41	0	41	19	0	19	60	0	60
17 301	X		21	0	21	12	0	12	33	0	33
17 700	X		80	0	80	87	0	87	167	0	167
17 1300	X		0	0	0	0	0	0	0	0	0
SUB-TOTAL	26	0	383	0	383	278	0	278	661	0	661

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STATE  SUMMARY                                             TABLE  2A

------------------------------------------------------------------------------------------------
I                  I                                                                             I
I    POST-SEC.     I                     VOCATIONAL  PROGRAM  ENROLLMENT                         I
I                  I                                                                             I
I------------------I-----------------------------------------------------------------------------I
I PROGRAM I  TYPE  I          1ST YEAR        I        2ND YEAR         I        TOTALS          I
I  CODE   I--------I------------------------I------------------------I------------------------I
I         IREG ISPECI  M    I  F    ITOTAL I  M    I  F    ITOTAL I  M    I  F    ITOTAL I
I---------I----I----I------I------I------I------I------I------I------I------I------I
I         I    I    I      I      I      I      I      I      I      I      I      I
I EPD  15 I   8I   0I   64I    0I   64I   33I    0I   33I   97I    0I   97I
I EPD  16 I  30I   0I  415I    0I  415I  294I    0I  294I  709I    0I  709I
I         I----I----I------I------I------I------I------I------I------I------I------I
I         I    I    I      I      I      I      I      I      I      I      I      I
I  TOTAL  I  38I   0I  479I    0I  479I  327I    0I  327I  806I    0I  806I
------------------------------------------------------------------------------------------------


EPD   2   SCHOOL  600                                      TABLE  2A                    PAGE  1

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I                  I                                                                             I
I    ADULT PROG.   I                     VOCATIONAL  PROGRAM  ENROLLMENT                         I
I                  I                                                                             I
I------------------I-----------------------------------------------------------------------------I
I PROGRAM I  TYPE  I       PREPARATORY        I     SUPPLEMENTARY       I        TOTALS          I
I  CODE   I--------I------------------------I------------------------I------------------------I
I         IREG ISPECI  M    I  F    ITOTAL I  M    I  F    ITOTAL I  M    I  F    ITOTAL I
I---------I----I----I------I------I------I------I------I------I------I------I------I
I         I    I    I      I      I      I      I      I      I      I      I      I
I 14  100 I    I   XI    3I    8I   11I    0I    0I    0I    3I    8I   11I
I 16  604 I    I   XI    9I    0I    9I    0I    0I    0I    9I    0I    9I
I 17 1503 I    I   XI   40I    0I   40I    0I    0I    0I   40I    0I   40I
I         I----I----I------I------I------I------I------I------I------I------I------I
I         I    I    I      I      I      I      I      I      I      I      I      I
I  TOTAL  I   0I   3I   52I    8I   60I    0I    0I    0I   52I    8I   60I
I         I    I    I      I      I      I      I      I      I      I      I      I
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TABLE 2A

ADULT PROG.			VOCATIONAL PROGRAM ENROLLMENT								
PROGRAM CODE	TYPE		PREPARATORY			SUPPLEMENTARY			TOTALS		
	REG	SPEC	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
4 110		X	15	12	27	0	0	0	15	12	27
4 180		X	7	3	10	0	0	0	7	3	10
4 600		X	10	2	12	0	0	0	10	2	12
	0	3	32	17	49	0	0	0	32	17	49
7 303		X	0	10	10	0	0	0	0	10	10
9 108		X	0	20	20	0	0	0	0	20	20
9 205		X	0	14	14	0	0	0	0	14	14
	0	2	0	34	34	0	0	0	0	34	34
14 100		X	3	8	11	0	0	0	3	8	11
14 200		X	3	17	20	0	0	0	3	17	20
14 900		X	3	27	30	0	0	0	3	27	30
	0	3	9	52	61	0	0	0	9	52	61
16 604		X	9	0	9	0	0	0	9	0	9
17 401		X	12	0	12	0	0	0	12	0	12
17 1503		X	40	0	40	0	0	0	40	0	40
17 2801		X	14	0	14	0	0	0	14	0	14
17 3201		X	18	0	18	6	0	6	24	0	24
17 3500		X	9	11	20	0	0	0	9	11	20
	0	5	93	11	104	6	0	6	99	11	110
TOTAL	0	15	143	124	267	6	0	6	149	124	273

STATE SUMMARY

TABLE 2A

ADULT PROG.			VOCATIONAL PROGRAM ENROLLMENT								
PROGRAM CODE	TYPE		PREPARATORY			SUPPLEMENTARY			TOTALS		
	REG	SPEC	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
EPD 1	0	20	461	213	674	492	1114	1606	953	1327	2280
EPD 2	0	15	143	124	267	6	0	6	149	124	273
TOTAL	0	35	604	337	941	498	1114	1612	1102	1451	2553

TABLE 2B

SECONDARY		EQUAL OPPORTUNITY INFORMATION																	
PROGRAM CODE	GRADE LEVEL	AMERICAN INDIAN			BLACK			ORIENTAL			SPANISH AMERICAN			WHITE			OTHER		
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
17 1300	9TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	11TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	12TH	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
	UNGR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
17 2602	9TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	11TH	0	0	0	0	1	1	0	0	0	0	0	0	0	20	20	0	0	0
	12TH	0	0	0	0	0	0	0	0	0	0	1	1	0	29	29	0	0	0
	UNGR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	1	1	0	0	0	0	1	1	0	49	49	0	0	0
17 2904	9TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	1	0	1	2	1	3	0	0	0	0	0	0	4	4	8	0	0	0
	11TH	0	0	0	1	0	1	0	0	0	0	0	0	1	2	3	0	0	0
	12TH	0	0	0	0	0	0	0	0	0	0	0	0	3	3	6	0	0	0
	UNGR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		1	0	1	3	1	4	0	0	0	0	0	0	8	9	17	0	0	0
TOTAL		1	3	4	6	9	15	1	0	1	4	7	11	54	152	206	2	1	3

TABLE 28

SECONDARY		EQUAL OPPORTUNITY INFORMATION																	
PROGRAM CODE	GRADE LEVEL	AMERICAN INDIAN			BLACK			ORIENTAL			SPANISH AMERICAN			WHITE			OTHER		
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1 100	9TH	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	0	0
	10TH	0	0	0	0	0	0	0	0	0	0	0	0	16	0	0	0	0	0
	11TH	0	0	0	0	0	0	0	0	0	0	0	0	13	0	0	0	0	0
	12TH	0	0	0	0	0	0	0	0	0	0	0	0	21	0	21	0	0	0
	UNGR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0	0	57	0	21	0	0	0
4 400	9TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	0	0	0	13	0	13	0	0	0	0	0	0	0	0	0	1	0	1
	11TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	12TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	UNGR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	13	0	13	0	0	0	0	0	0	0	0	0	1	0	1
9 107	9TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	0	0	0	0	10	0	0	0	0	0	0	0	0	0	0	0	1	0
	11TH	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0
	12TH	0	0	0	0	9	9	0	0	0	0	0	0	0	0	0	0	0	0
	UNGR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	23	9	0	0	0	0	0	0	0	0	0	0	1	0
9 202	9TH	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	0	0	0	0	17	17	0	0	0	0	0	0	0	0	0	0	0	0
	11TH	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0
	12TH	0	0	0	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0
	UNGR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	38	17	0	0	0	0	0	0	0	0	0	0	0	0
16 108	9TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	11TH	0	0	0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0
	12TH	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	2	0	0
	UNGR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	7	0	4	0	0	0	0	0	0	0	0	0	2	0	0
SUB-TOTAL		0	0	0	20	61	43	0	0	0	0	0	0	57	0	21	3	1	1

TABLE 2B

SECONDARY		EQUAL OPPORTUNITY INFORMATION																	
PROGRAM CODE	GRADE LEVEL	AMERICAN INDIAN			BLACK			ORIENTAL			SPANISH AMERICAN			WHITE			OTHER		
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
17 1300	9TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	0	0	0	25	0	25	0	0	0	0	0	0	0	0	0	0	0	0
	11TH	0	0	0	12	0	0	0	0	0	0	0	0	0	0	0	2	0	0
	12TH	0	0	0	12	1	0	0	0	0	0	0	0	3	0	0	0	0	0
	UNGR	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	50	1	25	0	0	0	0	0	0	3	0	0	2	0	0
17 1600	9TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	1	2	3	5	10	15	0	0	0	0	0	0	0	0	0	0	0	0
	11TH	0	0	0	3	13	0	0	0	0	0	0	0	1	1	0	0	0	0
	12TH	1	0	0	3	18	0	0	0	0	0	0	0	0	0	0	0	0	0
	UNGR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		2	2	3	11	41	15	0	0	0	0	0	0	1	1	0	0	0	0
17 2302	9TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	11TH	0	0	0	16	0	0	0	0	0	0	0	0	24	0	0	0	0	0
	12TH	0	0	0	3	0	3	0	0	0	0	0	0	10	0	10	0	0	0
	UNGR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	20	1	3	0	0	0	0	0	0	34	0	10	0	0	0
TOTAL		2	2	3	101	104	86	0	0	0	0	0	0	95	1	31	5	1	1

EPD 40 SUMMARY BY PROGRAM AREA

TABLE 2B

SECONDARY		EQUAL OPPORTUNITY INFORMATION																	
PROGRAM CODE	GRADE LEVEL	AMERICAN INDIAN			BLACK			ORIENTAL			SPANISH AMERICAN			WHITE			OTHER		
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1	9TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
	11TH	1	0	1	0	0	0	0	0	0	0	0	0	17	21	38	0	0	0
	12TH	0	0	0	0	0	0	0	0	0	0	0	0	16	11	27	0	0	0
	UNGR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		1	0	1	0	0	0	0	0	0	0	0	0	34	32	66	0	0	0
16	9TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	11TH	0	0	0	1	0	1	0	0	0	0	0	0	10	0	10	0	0	0
	12TH	0	0	0	0	0	0	0	0	0	0	0	0	7	0	7	0	0	0
	UNGR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	1	0	1	0	0	0	0	0	0	17	0	17	0	0	0
17	9TH	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
	10TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	11TH	3	0	3	5	0	5	0	0	0	0	0	0	58	8	66	1	0	1
	12TH	1	0	1	0	2	2	0	0	0	0	0	0	59	15	74	2	0	2
	UNGR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		4	0	4	5	2	7	0	0	0	0	0	0	118	23	141	3	0	3
TOTAL		5	0	5	6	2	8	0	0	0	0	0	0	169	55	224	3	0	3

STATE SUMMARY

TABLE 28

SECONDARY		EQUAL OPPORTUNITY INFORMATION																	
PROGRAM CODE	GRADE LEVEL	AMERICAN INDIAN			BLACK			ORIENTAL			SPANISH AMERICAN			WHITE			OTHER		
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
EPD 2	ALL	0	0	0	2	0	2	0	0	0	0	3	3	31	76	107	0	2	2
EPD 10	ALL	2	2	4	104	105	209	0	0	0	0	1	1	98	1	99	5	1	6
EPD 20	ALL	2	4	6	35	46	81	1	2	3	10	15	25	231	308	539	3	5	8
EPD 40	ALL	5	0	5	6	2	8	0	0	0	0	0	0	169	55	224	3	0	3
TOTAL		9	6	15	147	153	300	1	2	3	10	19	29	529	440	969	11	8	19

EPD 2 SCHOOL 166 TABLE 2B

POST-SEC.		EQUAL OPPORTUNITY INFORMATION																	
PROGRAM CODE	GRADE LEVEL	AMERICAN INDIAN			BLACK			ORIENTAL			SPANISH AMERICAN			WHITE			OTHER		
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
4 800	1ST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2ND	0	0	0	1	0	1	0	0	0	0	1	1	28	13	41	0	1	1
		0	0	0	1	0	1	0	0	0	0	1	1	28	13	41	0	1	1
14 300	1ST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2ND	0	0	0	0	0	0	0	0	0	0	0	0	0	20	20	0	1	1
		0	0	0	0	0	0	0	0	0	0	0	0	0	20	20	0	1	1
16 108	1ST	0	0	0	0	0	0	0	0	0	0	0	0	10	0	10	0	0	0
	2ND	0	0	0	1	0	1	0	0	0	0	0	0	18	11	29	1	0	1
		0	0	0	1	0	1	0	0	0	0	0	0	28	11	39	1	0	1
17 1300	1ST	0	0	0	0	0	0	0	0	0	0	1	1	2	39	41	0	0	0
	2ND	0	0	0	1	0	1	0	0	0	0	1	1	1	4	5	0	0	0
		0	0	0	1	0	1	0	0	0	0	2	2	3	43	46	0	0	0
TOTAL		0	0	0	3	0	3	0	0	0	0	3	3	59	87	146	1	2	3

TABLE 28

POST-SEC.		EQUAL OPPORTUNITY INFORMATION																	
PROGRAM CODE	GRADE LEVEL	AMERICAN INDIAN			BLACK			ORIENTAL			SPANISH AMERICAN			WHITE			OTHER		
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
4 400	1ST	0	0	0	14	0	14	0	0	0	0	0	0	0	0	0	1	0	1
	2ND	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	14	0	14	0	0	0	0	0	0	0	0	0	1	0	1
9 107	1ST	0	0	0	0	14	14	0	0	0	0	0	0	0	0	0	0	1	1
	2ND	0	0	0	0	10	10	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	24	24	0	0	0	0	0	0	0	0	0	0	1	1
9 202	1ST	0	0	0	0	25	25	0	0	0	0	0	0	0	0	0	0	0	0
	2ND	0	0	0	0	13	13	0	0	0	0	1	1	0	0	0	0	0	0
		0	0	0	0	38	38	0	0	0	0	1	1	0	0	0	0	0	0
16 108	1ST	0	0	0	4	0	4	0	0	0	0	0	0	0	0	0	1	0	1
	2ND	0	0	0	4	0	4	0	0	0	0	0	0	0	0	0	1	0	1
		0	0	0	8	0	8	0	0	0	0	0	0	0	0	0	2	0	2
17 1600	1ST	1	2	3	9	23	32	0	0	0	0	0	0	1	1	2	0	0	0
	2ND	1	0	1	2	18	20	0	0	0	0	0	0	1	0	1	0	0	0
		2	2	4	11	41	52	0	0	0	0	0	0	2	1	3	0	0	0
17 2302	1ST	0	0	0	16	1	17	0	0	0	0	0	0	0	0	0	0	0	0
	2ND	0	0	0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	20	1	21	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL		2	2	4	53	104	157	0	0	0	0	1	1	2	1	3	3	1	4

EPD 20 SUMMARY BY PROGRAM AREA TABLE 28 PAGE 1

POST-SEC.		EQUAL OPPORTUNITY INFORMATION																	
PROGRAM CODE	GRADE LEVEL	AMERICAN INDIAN			BLACK			ORIENTAL			SPANISH AMERICAN			WHITE			OTHER		
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
4	1ST	0	0	0	1	2	3	0	0	0	1	1	2	8	12	20	1	2	3
	2ND	0	0	0	2	2	4	1	0	1	1	0	1	19	30	49	1	1	2
		0	0	0	3	4	7	1	0	1	2	1	3	27	42	69	2	3	5
14	1ST	0	1	1	0	14	14	0	0	0	0	1	1	2	49	51	0	0	0
	2ND	0	3	3	1	18	19	0	2	2	2	11	13	6	129	135	0	2	2
		0	4	4	1	32	33	0	2	2	2	12	14	8	178	186	0	2	2
16	1ST	0	0	0	0	0	0	0	0	0	0	0	0	12	0	12	0	0	0
	2ND	0	0	0	1	0	1	0	0	0	0	0	0	22	11	33	1	0	1
		0	0	0	1	0	1	0	0	0	0	0	0	34	11	45	1	0	1
17	1ST	2	0	2	16	5	21	0	0	0	2	1	3	91	36	127	0	0	0
	2ND	0	0	0	14	5	19	0	0	0	4	1	5	71	41	112	0	0	0
		2	0	2	30	10	40	0	0	0	6	2	8	162	77	239	0	0	0
TOTAL		2	4	6	35	46	81	1	2	3	10	15	25	231	308	539	3	5	8

STATE SUMMARY

TABLE 28

POST-SEC.		EQUAL OPPORTUNITY INFORMATION																	
PROGRAM CODE	GRADE LEVEL	AMERICAN INDIAN			BLACK			ORIENTAL			SPANISH AMERICAN			WHITE			OTHER		
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
EPD 2	ALL	0	0	0	2	0	2	0	0	0	0	3	3	31	76	107	0	2	2
EPD 10	ALL	2	2	4	104	105	209	0	0	0	0	1	1	98	1	99	5	1	6
EPD 20	ALL	2	4	6	35	46	81	1	2	3	10	15	25	231	308	539	3	5	8
EPD 40	ALL	5	0	5	6	2	8	0	0	0	0	0	0	169	55	224	3	0	3
TOTAL		9	6	15	147	153	300	1	2	3	10	19	29	529	440	969	11	8	19

ADULT PROG

EQUAL OPPORTUNITY INFORMATION

PROGRAM CODE	GRADE LEVEL	AMERICAN INDIAN			BLACK			ORIENTAL			SPANISH AMERICAN			WHITE			OTHER		
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
4 800	PREP	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0
	SUPP	0	0	0	1	2	3	0	0	0	1	0	1	7	15	22	1	0	1
		0	0	0	1	2	3	0	0	0	1	0	1	9	15	24	1	0	1
14 900	PREP	0	1	1	0	1	1	0	0	0	0	1	1	1	11	12	0	0	0
	SUPP	0	1	1	0	4	4	0	0	0	1	5	6	4	36	40	0	0	0
		0	2	2	0	5	5	0	0	0	1	6	7	5	47	52	0	0	0
17 900	PREP	0	0	0	1	0	1	0	0	0	0	0	0	6	0	6	0	0	0
	SUPP	0	0	0	1	0	1	0	0	0	0	0	0	15	0	15	0	0	0
		0	0	0	2	0	2	0	0	0	0	0	0	21	0	21	0	0	0
17 1300	PREP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	SUPP	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
		0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
17 2602	PREP	0	0	0	0	1	1	0	0	0	0	0	0	0	20	20	0	0	0
	SUPP	0	0	0	0	0	0	0	0	0	0	1	1	0	29	29	0	0	0
		0	0	0	0	1	1	0	0	0	0	1	1	0	49	49	0	0	0
17 2904	PREP	1	0	1	3	1	4	0	0	0	0	0	0	5	6	11	0	0	0
	SUPP	0	0	0	0	0	0	0	0	0	0	0	0	3	3	6	0	0	0
		1	0	1	3	1	4	0	0	0	0	0	0	8	9	17	0	0	0
TOTAL		1	2	3	6	9	15	0	0	0	2	7	9	44	120	164	1	0	1

ADULT PROG

EQUAL OPPORTUNITY INFORMATION

PROGRAM CODE	GRADE LEVEL	AMERICAN INDIAN M	AMERICAN INDIAN F	AMERICAN INDIAN TOTAL	BLACK M	BLACK F	BLACK TOTAL	ORIENTAL M	ORIENTAL F	ORIENTAL TOTAL	SPANISH AMERICAN M	SPANISH AMERICAN F	SPANISH AMERICAN TOTAL	WHITE M	WHITE F	WHITE TOTAL	OTHER M	OTHER F	OTHER TOTAL
1 100	PREP	0	0	0	0	0	0	0	0	0	0	0	0	37	0	37	0	0	0
	SUPP	0	0	0	0	0	0	0	0	0	0	0	0	21	0	21	0	0	0
		0	0	0	0	0	0	0	0	0	0	0	0	58	0	58	0	0	0
4 400	PREP	0	0	0	14	0	14	0	0	0	0	0	0	0	0	0	1	0	1
	SUPP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	14	0	14	0	0	0	0	0	0	0	0	0	1	0	1
9 107	PREP	0	0	0	0	14	14	0	0	0	0	0	0	0	0	0	0	1	1
	SUPP	0	0	0	0	10	10	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	24	24	0	0	0	0	0	0	0	0	0	0	1	1
9 202	PREP	0	0	0	0	25	25	0	0	0	0	0	0	0	0	0	0	0	0
	SUPP	0	0	0	0	13	13	0	0	0	0	1	1	0	0	0	0	0	0
		0	0	0	0	38	38	0	0	0	0	1	1	0	0	0	0	0	0
16 108	PREP	0	0	0	4	0	4	0	0	0	0	0	0	0	0	0	1	0	1
	SUPP	0	0	0	4	0	4	0	0	0	0	0	0	0	0	0	1	0	1
		0	0	0	8	0	8	0	0	0	0	0	0	0	0	0	2	0	2
17 1300	PREP	0	0	0	38	0	38	0	0	0	0	0	0	1	0	1	2	0	2
	SUPP	0	0	0	13	1	14	0	0	0	0	0	0	2	0	2	0	0	0
		0	0	0	51	1	52	0	0	0	0	0	0	3	0	3	2	0	2
17 1600	PREP	1	2	3	9	23	32	0	0	0	0	0	0	1	1	2	0	0	0
	SUPP	1	0	1	2	18	20	0	0	0	0	0	0	1	0	1	0	0	0
		2	2	4	11	41	52	0	0	0	0	0	0	2	1	3	0	0	0
SUB-TOTAL		2	2	4	84	104	188	0	0	0	0	1	1	63	1	64	5	1	6

EPD 10 TABLE 2B PAGE 2

ADULT PROG		EQUAL OPPORTUNITY INFORMATION																	
PROGRAM CODE	GRADE LEVEL	AMERICAN INDIAN			BLACK			ORIENTAL			SPANISH AMERICAN			WHITE			OTHER		
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
17 2302	PREP	0	0	0	16	1	17	0	0	0	0	0	0	25	0	25	0	0	0
	SUPP	0	0	0	4	0	4	0	0	0	0	0	0	10	0	10	0	0	0
		0	0	0	20	1	21	0	0	0	0	0	0	35	0	35	0	0	0
TOTAL		2	2	4	104	105	209	0	0	0	0	1	1	98	1	99	5	1	6

EPD 40 SUMMARY BY PROGRAM AREA TABLE 2B

ADULT PROG		EQUAL OPPORTUNITY INFORMATION																	
PROGRAM CODE	GRADE LEVEL	AMERICAN INDIAN			BLACK			ORIENTAL			SPANISH AMERICAN			WHITE			OTHER		
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1	PREP	1	0	1	0	0	0	0	0	0	0	0	0	18	21	39	0	0	0
	SUPP	0	0	0	0	0	0	0	0	0	0	0	0	16	11	27	0	0	0
		1	0	1	0	0	0	0	0	0	0	0	0	34	32	66	0	0	0
16	PREP	0	0	0	1	0	1	0	0	0	0	0	0	10	0	10	0	0	0
	SUPP	0	0	0	0	0	0	0	0	0	0	0	0	7	0	7	0	0	0
		0	0	0	1	0	1	0	0	0	0	0	0	17	0	17	0	0	0
17	PREP	3	0	3	5	0	5	0	0	0	0	0	0	59	8	67	1	0	1
	SUPP	1	0	1	0	2	2	0	0	0	0	0	0	59	15	74	2	0	2
		4	0	4	5	2	7	0	0	0	0	0	0	118	23	141	3	0	3
TOTAL		5	0	5	6	2	8	0	0	0	0	0	0	169	55	224	3	0	3

STATE SUMMARY

TABLE 2B

ADULT PROG		EQUAL OPPORTUNITY INFORMATION																	
PROGRAM CODE	GRADE LEVEL	AMERICAN INDIAN			BLACK			ORIENTAL			SPANISH AMERICAN			WHITE			OTHER		
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
EPD 2	ALL	0	0	0	2	0	2	0	0	0	0	3	3	31	76	107	0	2	2
EPD 10	ALL	2	2	4	104	105	209	0	0	0	0	1	1	98	1	99	5	1	6
EPD 20	ALL	2	4	6	35	46	81	1	2	3	10	15	25	231	308	539	3	5	8
EPD 40	ALL	5	0	5	6	2	8	0	0	0	0	0	0	169	55	224	3	0	3
TOTAL		9	6	15	147	153	300	1	2	3	10	19	29	529	440	969	11	8	19

EPD 2 SCHOOL 166

TABLE 3

PAGE 1

VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING

SECONDARY PROGRAM CODE	2A JOINT VOC ACAD PLAN	2B PLAN UPDTE OCC COMPS	2C PERF OBJ EXIST	2D CONSUM ED SPEC INTEG	3A ENR STUD ED DEFIC	NUM STUD ED DEFIC	3B SPEC INST OFFERED	NUM STUD SPEC INST	3C ENR POT ACHIEVED	NUM TRNG VACANCIES	NR NOT ADM LIMTD CAP
4 800	2	2	1	1	1	3	1	0	1	100	1
14 300	1	1	0	0	0	0	0	0	1	0	1
16 108	0	1	1	0	1	5	0	0	0	260	100
17 1300	1	1	1	1	0	0	1	0	0	180	1
TOTAL	4	5	3	2	2	8	2	0	2	540	103

EPD 2 SCHOOL 166

TABLE 3 (CONT D)

PAGE 1

VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING

SECONDARY PROGRAM CODE	3E OFFRD NON-REG SCH YR	4C EXT WRK PROGRAM	4D SIM WRK PROGRAM	4F ADVISORY COMMITTEE	4G ADVIS COMM EVALS OPER	4N AMORTIZ SCHEDULE	NUM VOC TEACHERS	4Q NUM TCHRS COMP CERT	4R MANPOWER PLAN	4U OCCUP PAY MORE FMW	3H ENR IN EC DEP AREA
4 800	0	1	2	1	1	0	2	0	2	0	0
14 300	0	0	1	1	1	0	1	0	1	0	0
16 108	0	1	1	1	0	0	2	1	1	0	0
17 1300	0	1	1	1	1	0	1	1	1	0	0
TOTAL	0	3	5	4	3	0	6	2	5	0	0

TABLE 3

TABLE 3

SECONDARY	VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING										
PROGRAM CODE	2A JOINT VOC ACAD PLAN	2B PLAN UPDTE OCC COMPS	2C PERF OBJ EXIST	2D CONSUM ED SPEC INTEG	3A ENR STUD ED DEFIC	NUM STUD ED DEFIC	3B SPEC INST OFFERED	NUM STUD SPEC INST	3C ENR POT ACHIEVED	NUM TRNG VACANCIES	NR NOT ADM LIMTD CAP
1 100	1	1	1	0	0	0	0	0	0	410	1
4 400	1	1	1	0	0	0	1	0	1	0	0
9 107	0	1	0	0	0	0	0	0	1	0	0
9 202	1	1	1	1	0	0	0	0	1	0	1
	1	2	1	1	0	0	0	0	2	0	1
16 108	0	1	0	0	0	0	0	0	1	0	0
17 1300	0	1	1	0	0	0	0	0	0	180	1
17 1600	0	1	1	1	0	0	0	0	1	0	1
17 2302	1	1	1	0	0	0	0	0	0	850	1
	1	3	3	1	0	0	0	0	1	1030	3
TOTAL	4	6	6	2	0	0	1	0	5	1440	5

TABLE 3 (CONT D)

SECONDARY	VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING										
PROGRAM CODE	3E OFFRD NON-REG SCH YR	4C EXT WRK PROGRAM	4D SIM WRK PROGRAM	4F ADVISORY COMMITTEE	4G ADVIS COMM EVALS OPER	4N AMORTIZ SCHEDULE	NUM VOC TEACHERS	4Q NUM TCHRS COMP CERT	4R MANPOWER PLAN	4U OCCUP PAY MORE FMW	3H ENR IN EC DEP AREA
1 100	1	1	1	0	0	1	1	1	1	0	0
4 400	0	0	1	1	1	1	2	0	1	0	0
9 107	0	0	0	0	0	1	1	1	1	0	0
9 202	0	0	1	1	0	1	3	2	1	0	0
	0	0	1	1	0	2	4	3	2	0	0
16 108	0	0	0	1	1	0	1	1	1	0	0
17 1300	0	0	1	1	0	1	1	1	1	0	0
17 1600	0	0	1	1	1	1	1	0	1	0	0
17 2302	0	0	1	0	0	0	1	1	1	0	0
	0	0	3	2	1	2	3	2	3	0	0
TOTAL	1	1	6	5	3	6	11	7	8	0	0

STATE SUMMARY

TABLE 3

SECONDARY	VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING										
PROGRAM CODE	2A JOINT VOC ACAD PLAN	2B PLAN UPDTE OCC COMPS	2C PERF OBJ EXIST	2D CONSUM ED SPEC INTEG	3A ENR STUD ED DEFIC	NUM STUD ED DEFIC	3B SPEC INST OFFERED	NUM STUD SPEC INST	3C ENR POT ACHIEVED	NUM TRNG VACANCIES	NR NOT ADM LIMTD CAP
EPD 2	4	5	3	2	2	8	2	0	2	540	103
EPD 10	4	8	6	2	0	0	1	0	5	1440	5
EPD 15	7	13	3	10	8	27	10	28	5	1280	364
EPD 20	10	21	11	12	14	125	12	84	7	3160	43
EPD 40	1	8	5	6	6	222	1	116	3	250	5
TOTAL	26	55	28	32	30	382	26	228	22	6670	520

STATE SUMMARY

TABLE 3 (CONT-D)

SECONDARY	VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING										
PROGRAM CODE	3E OFFRD NON-REG SCH YR	4C EXT WRK PROGRAM	4D SIM WRK PROGRAM	4F ADVISORY COMMITTEE	4G ADVIS COMM EVALS OPER	4N AMORTIZ SCHEDULE	NUM VOC TEACHERS	4Q NUM TCHRS COMP CERT	4R MANPOWER PLAN	4U OCCUP PAY MORE FMW	3H ENR IN EC DEP AREA
EPD 2	0	3	5	4	3	0	6	2	5	0	0
EPD 10	1	1	6	5	3	6	11	7	8	0	0
EPD 15	2	6	10	11	6	5	18	12	13	0	0
EPD 20	4	13	19	13	6	9	33	14	21	0	0
EPD 40	3	1	9	8	7	5	40	27	7	0	0
TOTAL	10	24	49	41	25	25	108	62	54	0	0

POST-SEC.

VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING

PROGRAM CODE	2A JOINT VOC ACAD PLAN	2B PLAN UPDTE OCC COMPS	2C PERF OBJ EXIST	2D CONSUM ED SPEC INTEG	3A ENR STUD ED DEFIC	NUM STUD ED DEFIC	3B SPEC INST OFFERED	NUM STUD SPEC INST	3C ENR POT ACHIEVED	NUM TRNG VACANCIES	NR NOT ADM LIMTD CAP
1 400	0	1	1	1	0	0	1	0	0	350	0
4 117	1	1	1	0	0	0	1	0	0	100	0
4 119	1	1	0	0	0	0	1	0	0	150	0
7 200	1	1	0	1	0	0	1	0	0	290	0
7 101	1	1	0	1	0	0	1	0	0	150	0
7 209	1	1	0	1	0	0	1	0	0	110	0
7 211	1	1	0	1	0	0	1	0	0	130	0
9 203	1	1	1	0	1	2	1	2	0	300	0
14 100	1	1	1	1	0	0	1	0	0	400	0
14 102	1	1	1	0	0	0	1	0	0	150	0
14 200	2	2	2	0	0	0	2	0	2	0	0
14 700	1	1	1	0	0	0	1	0	0	500	0
14 800	2	2	2	0	0	0	2	0	1	200	0
14 900	1	1	1	0	0	0	1	0	0	200	0
16 100	1	1	1	0	0	0	1	0	1	0	0
16 108	1	1	1	0	0	0	1	0	0	400	0
16 109	2	2	2	0	0	0	2	0	1	200	0
16 113	1	1	1	0	0	0	1	0	0	880	0
16 114	1	1	1	0	0	0	1	0	0	70	0
16 503	1	1	1	0	1	5	1	5	1	0	0
16 506	1	1	1	0	0	0	1	0	1	0	0
16 599	4	4	4	0	0	0	4	0	2	960	0
17 300	1	1	1	0	0	0	1	0	0	300	0
17 301	2	2	2	0	0	0	2	0	1	280	0
17 700	1	1	1	0	0	0	1	0	0	230	0
17 1300	2	2	2	0	0	0	2	0	2	0	0
17 2300	1	1	1	0	0	0	1	0	1	0	0
17 2306	2	2	2	0	0	0	2	0	1	170	0
17 2899	2	3	3	2	2	16	3	16	1	690	0
17 3700	1	1	1	0	0	0	1	0	1	0	0
TOTAL	39	41	36	8	4	23	41	23	16	7210	0

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TABLE 3 (CONT D)

PAGE 1

VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING

POST-SEC. PROGRAM CODE	3E OFFRD NON-REG SCH YR	4C EXT WRK PROGRAM	4D SIM WRK PROGRAM	4F ADVISORY COMMITTEE	4G ADVIS COMM EVALS OPER	4N AMORTIZ SCHEDULE	NUM VOC TEACHERS	4Q NUM TCHRS COMP CERT	4R MANPOWER PLAN	4U OCCUP PAY MORE FMW	3H ENR IN EC DEP AREA
1 400	0	1	1	1	1	1	1	1	1	0	0
4 117	0	1	1	1	1	0	4	4	1	0	0
4 119	0	1	1	1	1	0	6	6	1	0	0
7 200	1	1	1	1	1	0	7	7	1	0	0
7 101	1	1	1	1	1	0	5	5	1	0	0
7 209	1	1	1	1	1	0	8	8	1	0	0
7 211	1	1	0	1	1	0	9	9	1	0	0
9 203	0	1	1	1	1	1	2	2	1	0	0
14 100	0	1	1	1	1	0	6	6	1	0	0
14 102	0	1	1	1	1	0	2	2	1	0	0
14 200	0	2	2	2	2	0	11	11	2	0	0
14 700	0	1	1	1	1	0	6	6	1	0	0
14 800	0	1	2	2	2	0	11	11	2	0	0
14 900	0	1	0	1	1	0	4	4	1	0	0
16 100	0	1	1	1	1	0	4	4	1	0	0
16 108	0	1	1	1	1	0	5	5	1	0	0
16 109	0	2	2	2	2	0	5	5	2	0	0
16 113	0	1	1	1	1	0	3	3	1	0	0
16 114	0	1	1	1	1	0	1	1	1	0	0
16 503	0	1	1	1	1	0	2	2	1	0	0
16 506	0	1	1	1	1	0	1	1	1	0	0
16 599	0	4	4	4	4	0	7	7	4	0	0
17 300	0	1	1	1	1	0	3	3	1	0	0
17 301	0	2	2	2	2	0	1	1	2	0	0
17 700	0	1	1	1	1	0	3	3	1	0	0
17 1300	0	2	2	2	2	0	5	5	2	0	0
17 2300	0	1	1	1	1	0	3	3	1	0	0
17 2306	0	2	2	2	2	0	4	4	2	0	0
17 2899	1	3	3	3	3	0	5	5	3	0	0
17 3700	0	1	1	1	1	0	1	1	1	0	0
TOTAL	5	40	39	41	41	2	135	135	41	0	0

TABLE 3

VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING

POST-SEC. PROGRAM CODE	2A JOINT VOC ACAD PLAN	2B PLAN UPDTE OCC COMPS	2C PERF OBJ EXIST	2D CONSUM ED SPEC INTEG	3A ENR STUD ED DEFIC	NUM STUD ED DEFIC	3B SPEC INST OFFERED	NUM STUD SPEC INST	3C ENR POT ACHIEVED	NUM TRNG VACANCIES	NR NOT ADM LIMTD CAP
1 700	0	2	0	0	0	0	2	0	0	820	0
14 100	1	1	1	1	0	0	0	0	0	700	0
15 108	1	1	1	0	0	0	1	0	0	400	0
16 111	2	1	0	1	1	4	1	0	1	50	0
	3	2	1	1	1	4	2	0	1	450	0
17 800	1	1	0	0	0	0	1	0	0	540	0
17 1300	1	1	0	0	0	0	1	0	0	400	0
17 1900	1	1	0	0	0	0	0	0	1	0	0
17 2303	0	0	0	0	1	1205	1	5000	0	80	0
	3	3	0	0	1	1205	3	5000	1	1020	0
TOTAL	7	8	2	2	2	1209	7	5000	2	2990	0

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TABLE 3 (CONT D)

PAGE 1

POST-SEC.	VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING										
PROGRAM CODE	3E OFFRD NON-REG SCH YR	4C EXT WRK PROGRAM	4D SIM WRK PROGRAM	4F ADVISORY COMMITTEE	4G ADVIS COMM EVALS OPER	4N AMORTIZ SCHEDULE	NUM VOC TEACHERS	4Q NUM TCHRS COMP CERT	4R MANPOWER PLAN	4U OCCUP PAY MORE FMW	3H ENR IN EC DEP AREA
1 700	2	2	2	2	0	0	8	8	2	0	0
14 100	1	0	0	0	0	0	1	0	1	0	0
16 108	0	1	1	0	0	0	1	1	1	0	0
16 111	0	0	2	1	1	0	2	2	1	0	0
	0	1	3	1	1	0	3	3	2	0	0
17 800	1	1	1	1	1	0	2	1	1	0	0
17 1300	1	1	1	1	0	0	0	0	1	0	0
17 1900	0	0	1	1	0	0	1	1	1	0	0
17 2303	0	0	1	0	0	0	0	0	0	0	0
	2	2	4	3	1	0	3	2	3	0	0
TOTAL	5	5	9	6	2	0	15	13	8	0	0

STATE SUMMARY

TABLE 3

POST-SEC.	VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING										
PROGRAM CODE	2A JOINT VOC ACAD PLAN	2B PLAN UPDTE OCC COMPS	2C PERF OBJ EXIST	2D CONSUM ED SPEC INTEG	3A ENR STUD ED DEFIC	NUM STUD ED DEFIC	3B SPEC INST OFFERED	NUM STUD SPEC INST	3C ENR POT ACHIEVED	NUM TRNG VACANCIES	NR NOT ADM LIMTD CAP
EPD 15	7	8	2	2	2	1209	7	5000	2	2990	0
EPD 16	39	41	36	8	4	23	41	23	16	7210	0
TOTAL	46	49	38	10	6	1232	48	5023	18	10200	0

STATE SUMMARY

TABLE 3 (CONT-D)

POST-SEC.	VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING										
PROGRAM CODE	3E OFFRD NON-REG SCH YR	4C EXT WRK PROGRAM	4D SIM WRK PROGRAM	4F ADVISORY COMMITTEE	4G ADVIS COMM EVALS OPER	4N AMORTIZ SCHEDULE	NUM VOC TEACHERS	4Q NUM TCHRS COMP CERT	4R MANPOWER PLAN	4U OCCUP PAY MORE FMW	3H ENR IN EC DEP AREA
EPD 15	5	5	9	6	2	0	15	13	8	0	0
EPD 16	5	40	39	41	41	2	135	135	41	0	0
TOTAL	10	45	48	47	43	2	150	148	49	0	0

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EPD  20   SCHOOL  651                                   TABLE  4                                                     PAGE  1

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I           I                                                                                                                                   I
I SECONDARY I                         VOCATIONAL  STUDENT  ENROLLMENT  AND  CHARACTERISTIC  DATA                                                I
I           I                                                                                                                                   I
I-----------I-----------------------------------------------------------------------------------------------------------------------------------I
I           I      I ENROLLMENT  I COMPLETIONS I      I      I     DROPOUTS  BY  REASONS        I     ENROLLMENT     I OUT-OF-CLASS LAB   I NUMBI
I   AREA    I GRADEI-------------I-------------I NUMB I NUMB I----------------------------------I--------------------I--------------------I REC I
I   CODE    I LEVELI BEGINI  END I      I      IUNKNOWI DROP I NO   ICOST ICOST I      I      I      I      I DIS  I      IWORK IWORK I REM I
I           I      I TERM I TERM I NUMB I PERC ISTATUSI OUTS I TRAN I TRAN I INST I OTH  I UNKN I DIS  I HAND I HAND I COOP I STDY I EXP  IINST I
I-----------I------I------I------I------I------I------I------I------I------I------I------I------I------I------I------I------I------I------I-----I
I 14  300   I  9TH I     0I     0I     0I  0.00I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I    0I
I           I 10TH I     0I     0I     0I  0.00I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I    0I
I           I 11TH I     0I     0I     0I  0.00I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I    0I
I           I 12TH I    35I     0I    26I 74.29I     0I     9I     0I     0I     0I     4I     5I     0I     0I     0I     0I    35I     0I    1I
I           I UNGR I     0I     0I     0I  0.00I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I    0I
I           I      I------I------I------I------I------I------I------I------I------I------I------I------I------I------I------I------I------I-----I
I           I      I    35I     0I    26I 74.29I     0I     9I     0I     0I     0I     4I     5I     0I     0I     0I     0I    35I     0I    1I
I           I      I------I------I------I------I------I------I------I------I------I------I------I------I------I------I------I------I------I-----I
I           I      I      I      I      I      I      I      I      I      I      I      I      I      I      I      I      I      I      I     I
I 17  300 S I  9TH I     0I     0I     0I  0.00I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I    0I
I           I 10TH I     0I     0I     0I  0.00I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I    0I
I           I 11TH I     0I     0I     0I  0.00I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I    0I
I           I 12TH I    18I     0I    18I100.00I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I    18I     0I     0I    2I
I           I UNGR I     0I     0I     0I  0.00I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I    0I
I           I      I------I------I------I------I------I------I------I------I------I------I------I------I------I------I------I------I------I-----I
I           I      I    18I     0I    18I100.00I     0I     0I     0I     0I     0I     0I     0I     0I     0I     0I    18I     0I     0I    2I
I           I      I------I------I------I------I------I------I------I------I------I------I------I------I------I------I------I------I------I-----I
I           I      I      I      I      I      I      I      I      I      I      I      I      I      I      I      I      I      I      I     I
I           I      I      I      I      I      I      I      I      I      I      I      I      I      I      I      I      I      I      I     I
I   TOTAL   I      I    53I     0I    44I 83.02I     0I     9I     0I     0I     0I     4I     5I     0I     0I     0I    18I    35I     0I    3I
I           I      I      I      I      I      I      I      I      I      I      I      I      I      I      I      I      I      I      I     I
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VOCATIONAL STUDENT ENROLLMENT AND CHARACTERISTIC DATA

SECONDARY		ENROLLMENT		COMPLETIONS				DROPOUTS BY REASONS					ENROLLMENT			OUT-OF-CLASS LAB			
AREA CODE	GRADE LEVEL	BEGIN TERM	END TERM	NUMB	PERC	NUMB UNKNOW STATUS	NUMB DROP OUTS	NO TRAN	COST TRAN	COST INST	OTH	UNKN	DIS	HAND	DIS HAND	COOP	WORK STDY	WORK EXP	NUMB REC REM INST
4 0	9TH	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	11TH	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	12TH	24	0	22	91.67	0	2	0	0	0	1	1	0	0	0	21	0	3	0
	UNGR	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		24	0	22	91.67	0	2	0	0	0	1	1	0	0	0	21	0	3	0
14 300	9TH	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	11TH	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	12TH	35	0	26	74.29	0	9	0	0	0	4	5	0	0	0	0	35	0	1
	UNGR	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		35	0	26	74.29	0	9	0	0	0	4	5	0	0	0	0	35	0	1
17 300 S	9TH	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	11TH	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	12TH	18	0	18	100.00	0	0	0	0	0	0	0	0	0	0	18	0	0	2
	UNGR	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		18	0	18	100.00	0	0	0	0	0	0	0	0	0	0	18	0	0	2
17 1300	9TH	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	11TH	3	0	0	0.00	0	3	0	0	1	0	2	0	0	0	0	0	3	0
	12TH	15	0	11	73.33	0	4	0	1	0	0	3	0	0	0	0	0	15	0
	UNGR	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		18	0	11	61.11	0	7	0	1	1	0	5	0	0	0	0	0	18	0
TOTAL		95	0	77	81.05	0	18	0	1	1	5	11	0	0	0	39	35	21	3

TABLE 4

EPD 40 SUMMARY BY PROGRAM AREA TABLE 4 PAGE 1

SECONDARY

VOCATIONAL STUDENT ENROLLMENT AND CHARACTERISTIC DATA

AREA CODE	GRADE LEVEL	ENROLLMENT		COMPLETIONS		NUMB UNKNOWN STATUS	NUMB DROP OUTS	DROPOUTS BY REASONS					ENROLLMENT			OUT-OF-CLASS LAB			NUMB REC REM INST
		BEGIN TERM	END TERM	NUMB	PERC			NO TRAN	COST TRAN	COST INST	OTH	UNKN	DIS	HAND	DIS HAND	COOP	WORK STDY	WORK EXP	
1	9TH	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	11TH	3	0	0	0.00	0	3	0	0	0	1	2	1	0	0	0	0	3	0
	12TH	25	0	23	92.00	0	2	1	0	0	0	1	0	0	0	0	0	25	0
	UNGR	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		28	0	23	82.14	0	5	1	0	0	1	3	1	0	0	0	0	28	0
16	9TH	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10TH	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	11TH	8	0	0	0.00	0	8	0	1	3	0	4	0	0	0	0	0	8	0
	12TH	11	0	11	100.00	0	0	0	0	0	0	0	0	0	0	0	0	11	0
	UNGR	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		19	0	11	57.89	0	8	0	1	3	0	4	0	0	0	0	0	19	0
17	9TH	1	0	1	100.00	0	0	0	0	0	0	0	0	0	0	0	1	0	0
	10TH	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	11TH	6	0	0	0.00	0	6	0	0	0	4	2	0	0	0	0	0	6	0
	12TH	38	0	36	94.74	0	2	0	0	0	0	2	1	0	0	0	13	25	1
	UNGR	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		45	0	37	82.22	0	8	0	0	0	4	4	1	0	0	0	14	31	1
TOTAL		92	0	71	77.17	0	21	1	1	3	5	11	2	0	0	0	14	78	1

STATE SUMMARY TABLE 4

SECONDARY

VOCATIONAL STUDENT ENROLLMENT AND CHARACTERISTIC DATA

AREA CODE	GRADE LEVEL	ENROLLMENT		COMPLETIONS		NUMB UNKNOWN STATUS	NUMB DROP OUTS	DROPOUTS BY REASONS					ENROLLMENT			OUT-OF-CLASS LAB			NUMB REC REM INST
		BEGIN TERM	END TERM	NUMB	PERC			NO TRAN	COST TRAN	COST INST	OTH	UNKN	DIS	HAND	DIS HAND	COOP	WORK STDY	WORK EXP	
EPD 10	ALL	7	0	5	71.43	0	2	0	0	0	1	1	0	0	0	7	0	0	2
EPD 20	ALL	95	0	77	81.05	0	18	0	1	1	5	11	0	0	0	39	35	21	3
EPD 40	ALL	92	0	71	77.17	0	21	1	1	3	5	11	2	0	0	0	14	78	1
TOTAL	ALL	194	0	153	78.87	0	41	1	2	4	11	23	2	0	0	46	49	99	6

EPD 20 SCHOOL 1 TABLE 4

POST-SEC.

VOCATIONAL STUDENT ENROLLMENT AND CHARACTERISTIC DATA

PROGRAM CODE	GRADE LEVEL	ENROLLMENT		COMPLETIONS		NUMB UNKNOWN STATUS	NUMB DROP OUTS	DROPOUTS BY REASONS					ENROLLMENT			OUT-CLASS LAB			NUMB REC REM INST	INCOME DATA	
		BEGIN TERM	END TERM	NUMB	PERC			NO TRAN	COST TRAN	COST INST	OTH	UNKN	DIS	HAND	DIS HAND	COOP	WORK STDY	WORK EXP		-FMW RATE	PUBL ASSIS
14 300	1ST	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2ND	35	0	26	74.29	0	9	0	0	0	4	5	0	0	0	0	35	0	1	0	0
		35	0	26	74.29	0	9	0	0	0	4	5	0	0	0	0	35	0	1	0	0
17 300 S	1ST	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2ND	18	0	18	100.00	0	0	0	0	0	0	0	0	0	0	18	0	0	2	0	0
		18	0	18	100.00	0	0	0	0	0	0	0	0	0	0	18	0	0	2	0	0
TOTAL		53	0	44	83.02	0	9	0	0	0	4	5	0	0	0	18	35	0	3	0	0

EPD 40

TABLE 4

PAGE 1

POST-SEC.

VOCATIONAL STUDENT ENROLLMENT AND CHARACTERISTIC DATA

PROGRAM CODE	GRADE LEVEL	ENROLLMENT		COMPLETIONS		NUMB UNKNOW STATUS	NUMB DROP OUTS	DROPOUTS BY REASONS					ENROLLMENT			OUT-CLASS LAB		NUMB REC REM INST	INCOME DATA	
		BEGIN TERM	END TERM	NUMB	PERC			NO TRAN	COST TRAN	COST INST	OTH	UNKN	DIS	HAND	DIS HAND	COOP	WORK STDY	WORK EXP		-FMW RATE	PUBL ASSIS
1 500	1ST	3	0	0	0.00	0	3	0	0	0	1	2	1	0	0	0	0	3	0	0	0
	2ND	13	0	11	84.62	0	2	1	0	0	0	1	0	0	0	0	0	13	0	0	0
		16	0	11	68.75	0	5	1	0	0	1	3	1	0	0	0	0	16	0	0	0
1 502	1ST	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2ND	12	0	12	100.00	0	0	0	0	0	0	0	0	0	0	0	0	12	0	0	0
		12	0	12	100.00	0	0	0	0	0	0	0	0	0	0	0	0	12	0	0	0
16 108	1ST	8	0	0	0.00	0	8	0	1	3	0	4	0	0	0	0	0	8	0	0	0
	2ND	11	0	11	100.00	0	0	0	0	0	0	0	0	0	0	0	0	11	0	0	0
		19	0	11	57.89	0	8	0	1	3	0	4	0	0	0	0	0	19	0	0	0
17 100	1ST	1	0	1	100.00	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
	2ND	14	0	12	85.71	0	2	0	0	0	0	2	1	0	0	0	13	1	0	0	0
		15	0	13	86.67	0	2	0	0	0	0	2	1	0	0	0	14	1	0	0	0
17 700	1ST	6	0	0	0.00	0	6	0	0	0	4	2	0	0	0	0	0	6	0	0	0
	2ND	24	0	24	100.00	0	0	0	0	0	0	0	0	0	0	0	0	24	1	0	0
		30	0	24	80.00	0	6	0	0	0	4	2	0	0	0	0	0	30	1	0	0
TOTAL		92	0	71	77.17	0	21	1	1	3	5	11	2	0	0	0	14	78	1	0	0

EPD 40 SUMMARY BY PROGRAM AREA TABLE 4

POST-SEC.		VOCATIONAL STUDENT ENROLLMENT AND CHARACTERISTIC DATA																			
		ENROLLMENT		COMPLETIONS				DROPOUTS BY REASONS					ENROLLMENT			OUT-CLASS LAB				INCOME DATA	
PROGRAM CODE	GRADE LEVEL	BEGIN TERM	END TERM	NUMB	PERC	NUMB UNKNOW STATUS	NUMB DROP OUTS	NO TRAN	COST TRAN	COST INST	OTH	UNKN	DIS	HAND	DIS HAND	COOP	WORK STDY	WORK EXP	NUMB REC REM INST	-FMW RATE	PUBL ASSIS
1	1ST	3	0	0	0.00	0	3	0	0	0	1	2	1	0	0	0	0	3	0	0	0
	2ND	25	0	23	92.00	0	2	1	0	0	0	1	0	0	0	0	0	25	0	0	0
		28	0	23	82.14	0	5	1	0	0	1	3	1	0	0	0	0	28	0	0	0
16	1ST	8	0	0	0.00	0	8	0	1	3	0	4	0	0	0	0	0	8	0	0	0
	2ND	11	0	11	100.00	0	0	0	0	0	0	0	0	0	0	0	0	11	0	0	0
		19	0	11	57.89	0	8	0	1	3	0	4	0	0	0	0	0	19	0	0	0
17	1ST	7	0	1	14.29	0	6	0	0	0	4	2	0	0	0	0	1	6	0	0	0
	2ND	38	0	36	94.74	0	2	0	0	0	0	2	1	0	0	0	13	25	1	0	0
		45	0	37	82.22	0	8	0	0	0	4	4	1	0	0	0	14	31	1	0	0
TOTAL		92	0	71	77.17	0	21	1	1	3	5	11	2	0	0	0	14	78	1	0	0

TABLE 4

POST-SEC.

VOCATIONAL STUDENT ENROLLMENT AND CHARACTERISTIC DATA

PROGRAM CODE	GRADE LEVEL	ENROLLMENT		COMPLETIONS		NUMB UNKNOW STATUS	NUMB DROP OUTS	DROPOUTS BY REASONS					ENROLLMENT			OUT-CLASS LAB			NUMB REC REM INST	INCOME DATA	
		BEGIN TERM	END TERM	NUMB	PERC			NO TRAN	COST TRAN	COST INST	OTH	UNKN	DIS	HAND	DIS HAND	COOP	WORK STDY	WORK EXP		-FMW RATE	PUBL ASSIS
EPD 10	ALL	7	0	5	71.43	0	2	0	0	0	1	1	0	0	0	7	0	0	2	0	0
EPD 20	ALL	95	0	77	81.05	0	18	0	1	1	5	11	0	0	0	39	35	21	3	0	0
EPD 40	ALL	92	0	71	77.17	0	21	1	1	3	5	11	2	0	0	0	14	78	1	0	0
TOTAL	ALL	194	0	153	78.87	0	41	1	2	4	11	23	2	0	0	46	49	99	6	0	0

TABLE 4

VOCATIONAL STUDENT ENROLLMENT AND CHARACTERISTIC DATA

ADULT PROG

PROGRAM CODE	GRADE LEVEL	ENROLLMENT BEGIN TERM	ENROLLMENT END TERM	COMPLETIONS NUMB	COMPLETIONS PERC	NUMB UNKNOW STATUS	NUMB DROP OUTS	DROPOUTS BY REASONS NO TRAN	COST TRAN	COST INST	OTH	UNKN	ENROLLMENT DIS	HAND	DIS HAND	OUT-CLASS LAB COOP	WORK STDY	WORK EXP	NUMB REC REM INST	INCOME DATA -PMW RATE	PUBL ASSIS
1 500	PREP	3	0	0	0.00	0	3	0	0	0	1	2	1	0	0	0	0	3	0	0	0
	SUPP	13	0	11	84.62	0	2	1	0	0	0	1	0	0	0	0	0	13	0	0	0
		16	0	11	68.75	0	5	1	0	0	1	3	1	0	0	0	0	16	0	0	0
1 502	PREP	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	SUPP	12	0	12	100.00	0	0	0	0	0	0	0	0	0	0	0	0	12	0	0	0
		12	0	12	100.00	0	0	0	0	0	0	0	0	0	0	0	0	12	0	0	0
16 108	PREP	8	0	0	0.00	0	8	0	1	3	0	4	0	0	0	0	0	8	0	0	0
	SUPP	11	0	11	100.00	0	0	0	0	0	0	0	0	0	0	0	0	11	0	0	0
		19	0	11	57.89	0	8	0	1	3	0	4	0	0	0	0	0	19	0	0	0
17 100	PREP	1	0	1	100.00	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
	SUPP	14	0	12	85.71	0	2	0	0	0	0	2	1	0	0	0	13	1	0	0	0
		15	0	13	86.67	0	2	0	0	0	0	2	1	0	0	0	14	1	0	0	0
17 700	PREP	6	0	0	0.00	0	6	0	0	0	4	2	0	0	0	0	0	6	0	0	0
	SUPP	24	0	24	100.00	0	0	0	0	0	0	0	0	0	0	0	0	24	1	0	0
		30	0	24	80.00	0	6	0	0	0	4	2	0	0	0	0	0	30	1	0	0
TOTAL		92	0	71	77.17	0	21	1	1	3	5	11	2	0	0	0	14	78	1	0	0

```
EPD  20                                                   TABLE  4                                                          PAGE  1

----------------------------------------------------------------------------------------------------------------------------------------
I            I                                                                                                                         I
I ADULT PROGI                              VOCATIONAL  STUDENT  ENROLLMENT  AND  CHARACTERISTIC  DATA                                 I
I            I                                                                                                                         I
I------------I-------------------------------------------------------------------------------------------------------------------------I
I            I      I ENROLLMENT  I COMPLETIONS I      I      I DROPOUTS  BY  REASONS  I  ENROLLMENT  IOUT-CLASS LAB INUMB IINCOME DATAI
I  PROGRAM   IGRADE I-------------I-------------I NUMB I NUMB I------------------------I--------------I--------------I REC I-----------I
I    CODE    ILEVEL IBEGIN I  END I      I      IUNKNOWI DROP I NO ICOSTICOSTI    I    I    I    IDIS I    IWORKIWORKI REM I-FMW I PUBLI
I            I      I TERM I TERM I NUMB I PERC ISTATUSI OUTS ITRANITRANIINSTIOTH IUNKNIDIS IHANDIHANDICOOPISTDYIEXP I INSTIRATE IASSISI
I------------I------I------I------I------I------I------I------I----I----I----I----I----I----I----I----I----I----I----I-----I-----I-----I
I   4    0   I PREP I     0I     0I     0I  0.00I     0I     0I   0I   0I   0I   0I   0I   0I   0I   0I   0I   0I   0I    0I    0I    0I
I            I SUPP I    24I     0I    22I 91.67I     0I     2I   0I   0I   0I   1I   1I   0I   0I   0I  21I   0I   3I    0I    0I    0I
I            I      I------I------I------I------I------I------I----I----I----I----I----I----I----I----I----I----I----I-----I-----I-----I
I            I      I    24I     0I    22I 91.67I     0I     2I   0I   0I   0I   1I   1I   0I   0I   0I  21I   0I   3I    0I    0I    0I
I            I      I------I------I------I------I------I------I----I----I----I----I----I----I----I----I----I----I----I-----I-----I-----I
I            I      I      I      I      I      I      I      I    I    I    I    I    I    I    I    I    I    I    I     I     I     I
I  14  300   I PREP I     0I     0I     0I  0.00I     0I     0I   0I   0I   0I   0I   0I   0I   0I   0I   0I   0I   0I    0I    0I    0I
I            I SUPP I    35I     0I    26I 74.29I     0I     9I   0I   0I   0I   4I   5I   0I   0I   0I   0I  35I   0I    1I    0I    0I
I            I      I------I------I------I------I------I------I----I----I----I----I----I----I----I----I----I----I----I-----I-----I-----I
I            I      I    35I     0I    26I 74.29I     0I     9I   0I   0I   0I   4I   5I   0I   0I   0I   0I  35I   0I    1I    0I    0I
I            I      I------I------I------I------I------I------I----I----I----I----I----I----I----I----I----I----I----I-----I-----I-----I
I            I      I      I      I      I      I      I      I    I    I    I    I    I    I    I    I    I    I    I     I     I     I
I  17  300 S I PREP I     0I     0I     0I  0.00I     0I     0I   0I   0I   0I   0I   0I   0I   0I   0I   0I   0I   0I    0I    0I    0I
I            I SUPP I    18I     0I    18I100.00I     0I     0I   0I   0I   0I   0I   0I   0I   0I   0I  18I   0I   0I    2I    0I    0I
I            I      I------I------I------I------I------I------I----I----I----I----I----I----I----I----I----I----I----I-----I-----I-----I
I            I      I    18I     0I    18I100.00I     0I     0I   0I   0I   0I   0I   0I   0I   0I   0I  18I   0I   0I    2I    0I    0I
I            I      I------I------I------I------I------I------I----I----I----I----I----I----I----I----I----I----I----I-----I-----I-----I
I            I      I      I      I      I      I      I      I    I    I    I    I    I    I    I    I    I    I    I     I     I     I
I  17 1300   I PREP I     3I     0I     0I  0.00I     0I     3I   0I   0I   1I   0I   2I   0I   0I   0I   0I   0I   3I    0I    0I    0I
I            I SUPP I    15I     0I    11I 73.33I     0I     4I   0I   1I   0I   0I   3I   0I   0I   0I   0I   0I  15I    0I    0I    0I
I            I      I------I------I------I------I------I------I----I----I----I----I----I----I----I----I----I----I----I-----I-----I-----I
I            I      I    18I     0I    11I 61.11I     0I     7I   0I   1I   1I   0I   5I   0I   0I   0I   0I   0I  18I    0I    0I    0I
I            I      I------I------I------I------I------I------I----I----I----I----I----I----I----I----I----I----I----I-----I-----I-----I
I            I      I      I      I      I      I      I      I    I    I    I    I    I    I    I    I    I    I    I     I     I     I
I            I      I      I      I      I      I      I      I    I    I    I    I    I    I    I    I    I    I    I     I     I     I
I    TOTAL   I      I    95I     0I    77I 81.05I     0I    18I   0I   1I   1I   5I  11I   0I   0I   0I  39I  35I  21I    3I    0I    0I
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TABLE 4

VOCATIONAL STUDENT ENROLLMENT AND CHARACTERISTIC DATA

ADULT PROG

PROGRAM CODE	GRADE LEVEL	ENROLLMENT		COMPLETIONS		NUMB UNKNOW STATUS	NUMB DROP OUTS	DROPOUTS BY REASONS					ENROLLMENT			OUT-CLASS LAB			NUMB REC REM INST	INCOME DATA	
		BEGIN TERM	END TERM	NUMB	PERC			NO TRAN	COST TRAN	COST INST	OTH	UNKN	DIS	HAND	DIS HAND	COOP	WORK STDY	WORK EXP		-FMW RATE	PUBL ASSIS
4	PREP	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	SUPP	24	0	22	91.67	0	2	0	0	0	1	1	0	0	0	21	0	3	0	0	0
		24	0	22	91.67	0	2	0	0	0	1	1	0	0	0	21	0	3	0	0	0
14	PREP	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	SUPP	35	0	26	74.29	0	9	0	0	0	4	5	0	0	0	0	35	0	1	0	0
		35	0	26	74.29	0	9	0	0	0	4	5	0	0	0	0	35	0	1	0	0
17	PREP	3	0	0	0.00	0	3	0	0	1	0	2	0	0	0	0	0	3	0	0	0
	SUPP	33	0	29	87.88	0	4	0	1	0	0	3	0	0	0	18	0	15	2	0	0
		36	0	29	80.56	0	7	0	1	1	0	5	0	0	0	18	0	18	2	0	0
TOTAL		95	0	77	81.05	0	18	0	1	1	5	11	0	0	0	39	35	21	3	0	0

STATE SUMMARY

TABLE 4

PAGE

ADULT PROG

VOCATIONAL STUDENT ENROLLMENT AND CHARACTERISTIC DATA

PROGRAM CODE	GRADE LEVEL	ENROLLMENT		COMPLETIONS		NUMB UNKNOW STATUS	NUMB DROP OUTS	DROPOUTS BY REASONS					ENROLLMENT			OUT-CLASS LAB			NUMB REC REM INST	INCOME DATA	
		BEGIN TERM	END TERM	NUMB	PERC			NO TRAN	COST TRAN	COST INST	OTH	UNKN	DIS	HAND	DIS HAND	COOP	WORK STDY	WORK EXP		-FMW RATE	PUBL ASSIS
EPD 10	ALL	7	0	5	71.43	0	2	0	0	0	1	1	0	0	0	7	0	0	2	0	0
EPD 20	ALL	95	0	77	81.05	0	18	0	1	1	5	11	0	0	0	39	35	21	3	0	0
EPD 40	ALL	92	0	71	77.17	0	21	1	1	3	5	11	2	0	0	0	14	78	1	0	0
TOTAL	ALL	194	0	153	78.87	0	41	1	2	4	11	23	2	0	0	46	49	99	6	0	0

```
 EPD   1   SCHOOL  120                               TABLE  5                                              PAGE  1

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I                                                                                                                  I
I                                 SCHOOL  DATA  FOR  EVALUATION  AND  REPORTING                                    I
I                                                                                                                  I
I------------------------------------------------------------------------------------------------------------------I
I           I     I  3D I  3F I  3G   I  4A I         4B         I  4E I  4O I 4P   4Q       I          4V      4W  I
I  SCHOOL   IOFFERI DAY-IP-VOCIPRE-VOCIAN LGI PLACEMENT SERVICES I GEN ISPEC I GUID PERSONNELI   COMPUTE COSTS FOR  I
I   CODE    I VOC I EVENIGROUPIGP GUIDIRANGEI--------------------I VOC I VOC I---------------I----------------------I
I           IEDUC I PROGIGUID IENROLL I PLANIEXISTICOOPITCHRIGUIDIADV CIGUID ITOTALICERTIVOC IALL STIVOC STIVOC PROGI
I-----------I-----I-----I-----I-------I-----I-----I----I----I----I-----I-----I-----I----I----I------I------I--------I
I           I     I     I     I       I     I     I    I    I    I     I     I     I    I    I      I      I        I
I  1 120 1  I   1 I   1 I   1 I    75 I   1 I   1 I  1 I  1 I  0 I   1 I   1 I   5 I  5 I  1 I    1 I    1 I      1 I
I-----------I-----I-----I-----I-------I-----I-----I----I----I----I-----I-----I-----I----I----I------I------I--------I
I           I     I     I     I       I     I     I    I    I    I     I     I     I    I    I      I      I        I
I EPD TOTAL I   1 I   1 I   1 I    75 I   1 I   1 I  1 I  1 I  0 I   1 I   1 I   5 I  5 I  1 I    1 I    1 I      1 I
I           I     I     I     I       I     I     I    I    I    I     I     I     I    I    I      I      I        I
--------------------------------------------------------------------------------------------------------------------
```

TABLE 5

TABLE 5

SCHOOL DATA FOR EVALUATION AND REPORTING

SCHOOL CODE	OFFER VOC EDUC	3D DAY-EVEN PROG	3F P-VOC GROUP GUID	3G PRE VOC GP GUID ENROLL	4A AN LG RANGE PLAN	4B PLACEMENT SERVICES				4E GEN VOC ADV C	4O SPEC VOC GUID	4P GUID PERSONEL	4Q		COMPUTE COSTS FOR	4V	4W
						EXIST	COOP	TCHR	GUID			TOTAL	CERT	VOC	ALL ST	VOC ST	VOC PROG
1 100 1	1	1	1	71	0	1	0	0	1	1	1	3	3	1	0	0	0
1 110 1	1	1	1	56	0	1	1	1	1	1	1	3	3	1	1	0	0
1 120 1	1	1	1	75	1	1	1	1	0	1	1	5	5	1	1	1	1
1 130 1	1	1	0	0	1	1	0	0	1	1	0	1	1	1	0	0	0
1 140 1	1	1	0	0	0	1	1	1	1	1	1	4	4	3	0	0	0
1 160 1	1	1	0	0	0	0	0	0	0	0	0	3	3	0	1	0	0
2 200 1	1	0	0	0	0	1	0	0	1	0	1	4	4	0	1	0	0
2 210 1	1	1	0	0	1	1	1	1	1	1	1	3	3	1	1	1	0
2 220 1	1	1	1	200	0	1	1	1	1	1	1	2	2	0	1	1	0
2 240 1	1	1	0	0	0	1	1	1	1	1	1	4	4	1	1	1	1
2 250 1	1	1	0	0	0	1	1	1	1	0	0	2	2	0	1	0	0
2 260 1	0	1	0	72	0	1	0	1	0	1	0	1	1	0	1	0	0
3 310 1	1	1	1	700	1	1	1	1	1	1	1	6	6	3	1	1	1
3 330 1	1	1	1	250	1	1	1	1	1	1	1	4	4	1	1	1	0
3 340 1	1	1	0	0	0	1	1	0	1	0	0	3	3	0	1	0	0
3 350 1	1	1	0	0	0	1	1	0	1	0	0	2	2	0	1	0	0
3 370 1	1	1	1	150	1	1	1	1	1	1	1	4	4	1	1	1	1
4 400 1	1	0	0	0	0	0	0	0	0	0	0	4	4	0	1	1	0
4 410 1	1	0	0	0	0	1	1	1	1	0	1	3	3	0	1	1	0
4 420 1	1	0	0	0	0	1	1	1	1	0	0	2	2	0	1	1	0
4 430 1	1	1	1	300	1	1	1	1	1	1	0	3	3	1	1	1	0
4 450 1	1	1	0	0	0	1	1	1	1	0	1	2	2	0	1	1	0
EPD TOTAL	21	18	8	1874	7	20	16	15	18	13	13	68	68	15	19	12	4

STATE SUMMARY

TABLE 5

SCHOOL DATA FOR EVALUATION AND REPORTING

SCHOOL CODE	OFFER VOC EDUC	3D DAY-EVEN PROG	3F TP-VOC GROUP GUID	3G PRE-VOC GP GUID ENROLL	4A AN LGT RANGE PLAN	4B PLACEMENT SERVICES				4E GEN VOC ADV C	4O SPEC VOC GUID	4P 4Q GUID PERSONNEL			4V COMPUTE COSTS FOR		4W
						EXIST	COOP	TCHR	GUID			TOTAL	CERT	VOC	ALL ST	VOC ST	VOC PROG
EPD 1	21	18	8	1874	7	20	16	15	18	13	13	68	68	15	19	12	4
EPD 2	10	7	2	3266	5	10	9	10	7	9	3	26	19	8	9	5	0
EPD 10	2	1	0	0	2	0	0	0	0	0	0	7	2	0	2	1	1
EPD 20	2	2	2	1700	2	2	2	2	2	2	2	16	16	5	1	2	2
EPD 40	1	1	1	2400	1	1	0	0	1	1	1	1	1	1	1	1	1
TOTAL	36	29	13	9240	17	33	27	27	28	25	19	118	106	29	32	21	8

EPD 40 SCHOOL 546

TABLE 6A

PAGE 1

SECONDARY — FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTAL POPULATION		NUMB IN SAMPLE		PC FORMS RETURNED		PC SEEK F-T EMPL		PC WHO SOUGHT FULL-TIME EMPL, HELD								ONLY 1 JOB, PC IN				2 +,PC LAST JOB IN			
									NO JOB		ONE JOB		TWO JOBS		THREE +		TRN OCC		REL OCC		TRN OCC		REL OCC	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1 500	140	0	14	0	93	0	77	0	38	0	38	0	15	0	8	0	40	0	20	0	33	0	67	0
1 502	0	150	0	15	0	80	0	67	0	17	0	75	0	8	0	0	0	100	0	0	0	100	0	0
17 1300	150	0	15	0	80	0	83	0	17	0	67	0	17	0	0	0	88	0	13	0	100	0	0	0

EPD 40 SCHOOL 546

TABLE 6A (CONT-D)

PAGE 1

SECONDARY — FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE		PC FORMS RETURNED		P DID NOT SEEK F-T		REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)														PC ADD EDUC		PC RECOM PROGRAM	
							OTHER SCH		HOUSEWIFE		HANDICAP		NOT INT		MIL SERV		PART-TIME		OTHER					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1 500	14	0	93	0	23	0	33	0	0	0	0	0	0	0	67	0	0	0	0	0	54	0	100	0
1 502	0	15	0	80	0	33	0	0	0	75	0	0	0	25	0	0	0	0	0	0	0	25	0	75
17 1300	15	0	80	0	17	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	17	0	75	0

EPD 10

TABLE 6A

PAGE 1

SECONDARY

FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTAL POPULATION		NUMB IN SAMPLE		PC FORMS RETURNED		PC SEEK F-T EMPL		PC WHO SOUGHT FULL-TIME EMPL, HELD								ONLY 1 JOB, PC IN				2 +, PC LAST JOB IN			
									NO JOB		ONE JOB		TWO JOBS		THREE +		TRN OCC		REL OCC		TRN OCC		REL OCC	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
9 107	0	110	0	15	0	60	0	44	0	67	0	22	0	0	0	11	0	100	0	0	0	100	0	0
14 300	0	340	0	34	0	85	0	90	0	10	0	76	0	14	0	0	0	91	0	9	0	100	0	0
16 108	100	0	10	0	90	0	78	0	33	0	44	0	11	0	11	0	0	0	25	0	50	0	0	0
17 100	180	0	18	0	78	0	79	0	29	0	43	0	21	0	7	0	83	0	17	0	50	0	25	0
17 700	145	155	14	16	93	81	46	100	0	0	85	69	15	23	0	8	55	100	0	0	0	75	100	25
17 1300	60	0	6	0	100	0	67	0	50	0	50	0	0	0	0	0	67	0	0	0	0	0	0	0

EPD 10

TABLE 6A (CONT-D)

PAGE 1

SECONDARY

FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE		PC FORMS RETURNED		P DID NOT SEEK F-T		REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)														PC ADD EDUC		PC RECOM PROGRAM	
							OTHER SCH		HOUSEWIFE		HANDICAP		NOT INT		MIL SERV		PART-TIME		OTHER					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
9 107	0	15	0	60	0	56	0	25	0	50	0	0	0	25	0	0	0	0	0	0	0	22	0	78
14 300	0	34	0	85	0	10	0	0	0	75	0	0	0	0	0	0	0	25	0	0	0	10	0	69
16 108	10	0	90	0	22	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	33	0	33	0
17 100	18	0	78	0	21	0	33	0	0	0	0	0	0	0	67	0	0	0	0	0	43	0	86	0
17 700	14	16	93	81	54	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	8	8	77	85
17 1300	6	0	100	0	33	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	50	0	0	0

TABLE 6

EPD 10 SCHOOL 516 TABLE 6A PAGE 2

POST-SEC. FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTAL POPULATION		NUMB IN SAMPLE		PC FORMS RETURNED		PC SEEK F-T EMPL		PC WHO SOUGHT FULL-TIME EMPL, HELD								ONLY 1 JOB, PC IN				2 +,PC LAST JOB IN			
									NO JOB		ONE JOB		TWO JOBS		THREE +		TRN OCC		REL OCC		TRN OCC		REL OCC	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
9 107	0	110	0	15	0	60	0	44	0	67	0	22	0	0	0	11	0	100	0	0	0	100	0	0
16 108	250	0	25	0	40	0	60	0	40	0	40	0	20	0	0	0	25	0	25	0	100	0	0	0
17 100	180	0	18	0	78	0	79	0	29	0	43	0	21	0	7	0	83	0	17	0	50	0	25	0
17 700	145	155	14	16	93	81	46	100	0	0	85	69	15	23	0	8	55	100	0	0	0	75	100	25

EPD 10 SCHOOL 516 TABLE 6A (CONT-D) PAGE 2

POST-SEC. FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE		PC FORMS RETURNED		P DID NOT SEEK F-T		REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)														PC ADD EDUC		PC RECOM PROGRAM	
							OTHER SCH		HOUSEWIFE		HANDICAP		NOT INT		MIL SERV		PART-TIME		OTHER					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
9 107	0	15	0	60	0	56	0	25	0	50	0	0	0	25	0	0	0	0	0	0	0	22	0	78
16 108	25	0	40	0	40	0	50	0	0	0	0	0	0	0	50	0	0	0	0	0	70	0	90	0
17 100	18	0	78	0	21	0	33	0	0	0	0	0	0	0	67	0	0	0	0	0	43	0	86	0
17 700	14	16	93	81	54	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	8	8	77	85

TABLE 6A

FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

POST-SEC.	PROGRAM CODE	TOTAL POPULATION		NUMB IN SAMPLE		PC FORMS RETURNED		PC SEEK F-T EMPL		PC WHO SOUGHT FULL-TIME EMPL, HELD: NO JOB		ONE JOB		TWO JOBS		THREE +		ONLY 1 JOB, PC IN: TRN OCC		REL OCC		2 +, PC LAST JOB IN: TRN OCC		REL OCC	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
4	0	115	131	12	15	92	87	27	38	27	0	64	92	9	8	0	0	71	83	0	8	0	0	0	100
9	107	0	20	0	1	0	100	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	300	80	0	8	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	108	100	0	10	0	90	0	78	0	33	0	44	0	11	0	11	0	0	0	25	0	50	0	0	0
17	100	20	0	2	0	100	0	100	0	0	0	50	0	50	0	0	0	0	0	0	0	100	0	0	0
17	300	270	0	27	0	70	0	68	0	37	0	32	0	21	0	11	0	50	0	50	0	33	0	33	0
17	700	50	30	4	2	100	100	75	100	25	50	75	50	0	0	0	0	33	0	0	0	0	0	0	0

TABLE 6A (CONT-D)

FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

POST-SEC.	PROGRAM CODE	NUMB IN SAMPLE		PC FORMS RETURNED		P DID NOT SEEK F-T		REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC): OTHER SCH		HOUSEWIFE		HANDICAP		NOT INT		MIL SERV		PART-TIME		OTHER		PC ADD EDUC		PC RECOM PROGRAM	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
4	0	12	15	92	87	73	62	0	13	0	37	0	0	13	13	88	0	0	37	0	0	10	8	91	77
9	107	0	1	0	100	0	100	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	0
14	300	8	0	0	0	0	100	0	0	0	86	0	0	0	14	0	0	0	0	0	0	0	25	0	63
16	108	10	0	90	0	22	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	33	0	33	0
17	100	2	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50	0	50	0
17	300	27	0	70	0	32	0	17	0	0	0	0	0	17	0	67	0	0	0	0	0	37	0	89	0
17	700	4	2	100	100	25	0	67	100	0	0	0	0	0	0	33	0	0	0	0	0	75	0	25	0

EPD 20 SCHOOL 650 TABLE 6A PAGE 3

ADULT PROG

FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTAL POPULATION		NUMB IN SAMPLE		PC FORMS RETURNED		PC SEEK F-T EMPL		PC WHO SOUGHT FULL-TIME EMPL, HELD								ONLY 1 JOB, PC IN				2 +, PC LAST JOB IN			
									NO JOB		ONE JOB		TWO JOBS		THREE +		TRN OCC		REL OCC		TRN OCC		REL OCC	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
14 300	0	340	0	34	0	85	0	90	0	10	0	76	0	14	0	0	0	91	0	9	0	100	0	0
16 108	100	0	10	0	90	0	78	0	33	0	44	0	11	0	11	0	0	0	25	0	50	0	0	0
17 100	20	0	2	0	100	0	100	0	0	0	50	0	50	0	0	0	0	0	0	0	100	0	0	0
17 300	270	0	27	0	70	0	68	0	37	0	32	0	21	0	11	0	50	0	50	0	33	0	33	0
17 700	50	30	4	2	100	100	75	100	25	50	75	50	0	0	0	0	33	0	0	0	0	0	0	0

EPD 20 SCHOOL 650 TABLE 6A (CONT-D) PAGE 3

ADULT PROG

FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE		PC FORMS RETURNED		P DID NOT SEEK F-T		REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)														PC ADD EDUC		PC RECOM PROGRAM	
							OTHER SCH		HOUSEWIFE		HANDICAP		NOT INT		MIL SERV		PART-TIME		OTHER					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
14 300	0	34	0	85	0	10	0	0	0	75	0	0	0	0	0	0	0	25	0	0	0	10	0	69
16 108	10	0	90	0	22	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	33	0	33	0
17 100	2	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50	0	50	0
17 300	27	0	70	0	32	0	17	0	0	0	0	0	17	0	67	0	0	0	0	0	37	0	89	0
17 700	4	2	100	100	25	0	67	100	0	0	0	0	0	0	33	0	0	0	0	0	75	0	25	0

EPD 40

TABLE 6A

PAGE 3

ADULT PROG

FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTAL POPULATION		NUMB IN SAMPLE		PC FORMS RETURNED		PC SEEK F-T EMPL		PC WHO SOUGHT FULL-TIME EMPL, HELD								ONLY 1 JOB, PC IN				2 +, PC LAST JOB IN			
									NO JOB		ONE JOB		TWO JOBS		THREE +		TRN OCC		REL OCC		TRN OCC		REL OCC	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1 500	140	0	14	0	93	0	77	0	38	0	38	0	15	0	8	0	40	0	20	0	33	0	67	0
1 502	0	150	0	15	0	80	0	67	0	17	0	75	0	8	0	0	0	100	0	0	0	100	0	0
9 107	0	110	0	15	0	60	0	44	0	67	0	22	0	0	0	11	0	100	0	0	0	100	0	0
14 300	0	340	0	34	0	85	0	90	0	10	0	76	0	14	0	0	0	91	0	9	0	100	0	0
16 108	250	0	25	0	40	0	60	0	40	0	40	0	20	0	0	0	25	0	25	0	100	0	0	0
17 100	180	0	18	0	78	0	79	0	29	0	43	0	21	0	7	0	83	0	17	0	50	0	25	0
17 300	270	0	27	0	70	0	68	0	37	0	32	0	21	0	11	0	50	0	50	0	33	0	33	0
17 700	145	155	14	16	93	81	46	100	0	0	85	69	15	23	0	8	55	100	0	0	0	75	100	25
17 1300	60	0	6	0	100	0	67	0	50	0	50	0	0	0	0	0	67	0	0	0	0	0	0	0

EPD 40

TABLE 6A (CONT-D)

PAGE 3

ADULT PROG

FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE		PC FORMS RETURNED		P DID NOT SEEK F-T		REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)														PC ADD EDUC		PC RECOM PROGRAM	
							OTHER SCH		HOUSEWIFE		HANDICAP		NOT INT		MIL SERV		PART-TIME		OTHER					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1 500	14	0	93	0	23	0	33	0	0	0	0	0	0	0	67	0	0	0	0	0	54	0	100	0
1 502	0	15	0	80	0	33	0	0	0	75	0	0	0	25	0	0	0	0	0	0	0	25	0	75
9 107	0	15	0	60	0	56	0	25	0	50	0	0	0	25	0	0	0	0	0	0	0	22	0	78
14 300	0	34	0	85	0	10	0	0	0	75	0	0	0	0	0	0	0	25	0	0	0	10	0	69
16 108	25	0	40	0	40	0	50	0	0	0	0	0	0	0	50	0	0	0	0	0	70	0	90	0
17 100	18	0	78	0	21	0	33	0	0	0	0	0	0	0	67	0	0	0	0	0	43	0	86	0
17 300	27	0	70	0	32	0	17	0	0	0	0	0	17	0	67	0	0	0	0	0	37	0	89	0
17 700	14	16	93	81	54	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	8	8	77	85
17 1300	6	0	100	0	33	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	50	0	0	0

```
EPD  40   SCHOOL  546                                     TABLE  6B                                              PAGE  1
-----------------------------------------------------------------------------------------------------------------------------
I            I                                                                                                              I
I SECONDARY  I                      FOLLOW  UP  SURVEY,  COMPLETIONS  (DESCRIBE  SAMPLE)                                    I
I            I                                                                                                              I
I---------------------------------------------------------------------------------------------------------------------------I
I            I            I          I          I          I  PC WHO SOUGHT FULL-TIME EMPL, HELD       I ONLY 1 JOB, PC IN  I 2 +,PC LAST JOB INI
I   PROGRAM  I   TOTAL    I NUMB IN  IPC FORMS  I PC SEEK  I------------------------------------------I--------------------I-------------------I
I      CODE  IPOPULATION  I  SAMPLE  IRETURNED  IF-T EMPL  I NO JOB   I ONE JOB  ITWO JOBS  I THREE +  I TRN OCC  I REL OCC  I TRN OCC I REL OCC I
I------------I------------I----------I----------I----------I----------I----------I----------I----------I----------I---------I---------I---------I
I  1   500   I      140   I      14  I  92.86   I  76.92   I  38.46   I  38.46   I  15.38   I    7.69  I   40.00  I  20.00   I  33.33  I  66.67  I
I  1   502   I      150   I      15  I  80.00   I  66.67   I  16.67   I  75.00   I   8.33   I    0.00  I  100.00  I   0.00   I 100.00  I   0.00  I
I 17  1300   I      150   I      15  I  80.00   I  83.33   I  16.67   I  66.67   I  16.67   I    0.00  I   87.50  I  12.50   I 100.00  I   0.00  I
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EPD  40   SCHOOL  546                                 TABLE  6B (CONT-D)                                         PAGE  1
-----------------------------------------------------------------------------------------------------------------------------
I            I                                                                                                              I
I SECONDARY  I                      FOLLOW  UP  SURVEY,  COMPLETIONS  (DESCRIBE  SAMPLE)                                    I
I            I                                                                                                              I
I---------------------------------------------------------------------------------------------------------------------------I
I            I            I          I          I        REASONS  FOR  NOT  SEEKING  FULL-TIME  EMPLOYMENT  (IN PC)          I          I          I
I   PROGRAM  I  NUMB IN   IPC FORMS  IP DID NOTI---------------------------------------------------------------------I PC ADD   IPC RECOM I
I      CODE  I  SAMPLE    IRETURNED  ISEEK F-T  IOTHER SCHIHOUSEWIFEI HANDICAPI NOT INT  IMIL SERV  IPART-TIMEI  OTHER   I  EDUC    I PROGRAM  I
I------------I------------I----------I----------I---------I---------I---------I----------I----------I----------I---------I----------I----------I
I  1   500   I      14    I  92.86   I  23.08   I  33.33  I   0.00  I   0.00  I   0.00   I  66.67   I   0.00   I   0.00  I  53.85   I 100.00   I
I  1   502   I      15    I  80.00   I  33.33   I   0.00  I  75.00  I   0.00  I  25.00   I   0.00   I   0.00   I   0.00  I  25.00   I  75.00   I
I 17  1300   I      15    I  80.00   I  16.67   I   0.00  I   0.00  I   0.00  I   0.00   I 100.00   I   0.00   I   0.00  I  16.67   I  75.00   I
-----------------------------------------------------------------------------------------------------------------------------
```

EPD 10 TABLE 6B PAGE 1

SECONDARY

FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTAL POPULATION	NUMB IN SAMPLE	PC FORMS RETURNED	PC SEEK F-T EMPL	PC WHO SOUGHT FULL-TIME EMPL, HELD: NO JOB	ONE JOB	TWO JOBS	THREE +	ONLY 1 JOB, PC IN: TRN OCC	REL OCC	2 +,PC LAST JOB IN: TRN OCC	REL OCC
9 107	110	15	60.00	44.44	66.67	22.22	0.00	11.11	100.00	0.00	100.00	0.00
14 300	340	34	85.29	89.66	10.34	75.86	13.79	0.00	90.91	9.09	100.00	0.00
16 108	100	10	90.00	77.78	33.33	44.44	11.11	11.11	0.00	25.00	50.00	0.00
17 100	180	18	77.78	78.57	28.57	42.86	21.43	7.14	83.33	16.67	50.00	25.00
17 700	300	30	86.67	73.08	0.00	76.92	19.23	3.85	75.00	0.00	50.00	50.00
17 1300	60	6	100.00	66.67	50.00	50.00	0.00	0.00	66.67	0.00	0.00	0.00

EPD 10 TABLE 6B (CONT-D) PAGE 1

SECONDARY

FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE	PC FORMS RETURNED	P DID NOT SEEK F-T	REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC): OTHER SCH	HOUSEWIFE	HANDICAP	NOT INT	MIL SERV	PART-TIME	OTHER	PC ADD EDUC	PC RECOM PROGRAM
9 107	15	60.00	55.56	25.00	50.00	0.00	25.00	0.00	0.00	0.00	22.22	77.78
14 300	34	85.29	10.34	0.00	75.00	0.00	0.00	0.00	25.00	0.00	10.34	68.97
16 108	10	90.00	22.22	0.00	0.00	0.00	0.00	100.00	0.00	0.00	33.33	33.33
17 100	18	77.78	21.43	33.33	0.00	0.00	0.00	66.67	0.00	0.00	42.86	85.71
17 700	30	86.67	26.92	0.00	0.00	0.00	0.00	100.00	0.00	0.00	7.69	80.77
17 1300	6	100.00	33.33	0.00	0.00	0.00	0.00	100.00	0.00	0.00	50.00	0.00

```
EPD  10   SCHOOL  516                                TABLE  6B                                                        PAGE  2

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I            I                                                                                                                     I
I POST-SEC.  I                         FOLLOW  UP  SURVEY,  COMPLETIONS  (DESCRIBE  SAMPLE)                                        I
I            I                                                                                                                     I
I-----------------------------------------------------------------------------------------------------------------------------------I
I            I           I          I          I          I PC WHO SOUGHT FULL-TIME EMPL, HELD      I ONLY 1 JOB, PC IN I 2 +,PC LAST JOB INI
I    PROGRAM I     TOTAL I NUMB IN  IPC FORMS  I PC SEEK  I-----------------------------------------I-------------------I-------------------I
I       CODE IPOPULATION I  SAMPLE  IRETURNED  IF-T EMPL  I NO JOB   I ONE JOB  ITWO JOBS I THREE +  I TRN OCC  I REL OCC I TRN OCC  I REL OCC I
I------------I-----------I----------I----------I----------I----------I----------I---------I----------I----------I---------I----------I---------I
I  9  107    I       110 I       15 I  60.00   I  44.44   I  66.67   I  22.22   I   0.00  I  11.11   I 100.00   I   0.00  I 100.00   I   0.00  I
I 16  108    I       250 I       25 I  40.00   I  60.00   I  40.00   I  40.00   I  20.00  I   0.00   I  25.00   I  25.00  I 100.00   I   0.00  I
I 17  100    I       180 I       18 I  77.78   I  78.57   I  28.57   I  42.86   I  21.43  I   7.14   I  83.33   I  16.67  I  50.00   I  25.00  I
I 17  700    I       300 I       30 I  86.67   I  73.08   I   0.00   I  76.92   I  19.23  I   3.85   I  75.00   I   0.00  I  50.00   I  50.00  I
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EPD  10   SCHOOL  516                                TABLE  6B (CONT-D)                                               PAGE  2
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I            I                                                                                                                     I
I POST-SEC.  I                         FOLLOW  UP  SURVEY,  COMPLETIONS  (DESCRIBE  SAMPLE)                                        I
I            I                                                                                                                     I
I-----------------------------------------------------------------------------------------------------------------------------------I
I            I          I          I          I       REASONS  FOR  NOT  SEEKING  FULL-TIME  EMPLOYMENT  (IN PC)       I          I          I
I    PROGRAM I NUMB IN  IPC FORMS  IP DID NOTI--------------------------------------------------------------------------I PC ADD   IPC RECOM  I
I       CODE I  SAMPLE  IRETURNED  ISEEK F-T IOTHER SCHIHOUSEWIFEI HANDICAPI NOT INT IMIL SERV IPART-TIMEI  OTHER   I  EDUC    I PROGRAM  I
I------------I----------I----------I---------I----------I----------I---------I---------I---------I---------I----------I----------I----------I
I  9  107    I       15 I  60.00   I  55.56  I  25.00   I  50.00   I   0.00  I  25.00  I   0.00  I   0.00  I   0.00   I  22.22   I  77.78   I
I 16  108    I       25 I  40.00   I  40.00  I  50.00   I   0.00   I   0.00  I   0.00  I  50.00  I   0.00  I   0.00   I  70.00   I  90.00   I
I 17  100    I       18 I  77.78   I  21.43  I  33.33   I   0.00   I   0.00  I   0.00  I  66.67  I   0.00  I   0.00   I  42.86   I  85.71   I
I 17  700    I       30 I  86.67   I  26.92  I   0.00   I   0.00   I   0.00  I   0.00  I 100.00  I   0.00  I   0.00   I   7.69   I  80.77   I
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```

EPD 20 TABLE 6B PAGE 2

POST-SEC. FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTAL POPULATION	NUMB IN SAMPLE	PC FORMS RETURNED	PC SEEK F-T EMPL	PC WHO SOUGHT FULL-TIME EMPL, HELD				ONLY 1 JOB, PC IN		2 +,PC LAST JOB IN	
					NO JOB	ONE JOB	TWO JOBS	THREE +	TRN OCC	REL OCC	TRN OCC	REL OCC
4 0	246	27	88.89	33.33	12.50	79.17	8.33	0.00	78.95	5.26	0.00	50.00
9 107	20	1	100.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
14 300	80	8	100.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
16 108	100	10	90.00	77.78	33.33	44.44	11.11	11.11	0.00	25.00	50.00	0.00
17 100	20	2	100.00	100.00	0.00	50.00	50.00	0.00	0.00	0.00	100.00	0.00
17 300	270	27	70.37	68.42	36.84	31.58	21.05	10.53	50.00	50.00	33.33	33.33
17 700	80	6	100.00	83.33	33.33	66.67	0.00	0.00	25.00	0.00	0.00	0.00

EPD 20 TABLE 6B (CONT-D) PAGE 2

POST-SEC. FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE	PC FORMS RETURNED	P DID NOT SEEK F-T	REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)								PC ADD EDUC	PC RECOM PROGRAM
				OTHER SCH	HOUSEWIFE	HANDICAP	NOT INT	MIL SERV	PART-TIME	OTHER			
4 0	27	88.89	66.67	6.25	18.75	0.00	12.50	43.75	18.75	0.00		12.50	83.33
9 107	1	100.00	100.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00		100.00	0.00
14 300	8	100.00	100.00	0.00	85.71	0.00	14.29	0.00	0.00	0.00		25.00	62.50
16 108	10	90.00	22.22	0.00	0.00	0.00	0.00	100.00	0.00	0.00		33.33	33.33
17 100	2	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		50.00	50.00
17 300	27	70.37	31.58	16.67	0.00	0.00	16.67	66.67	0.00	0.00		36.84	89.47
17 700	6	100.00	16.67	75.00	0.00	0.00	0.00	25.00	0.00	0.00		50.00	16.67

EPD 20 SCHOOL 650 TABLE 6B PAGE 3

ADULT PROG

FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTAL POPULATION	NUMB IN SAMPLE	PC FORMS RETURNED	PC SEEK F-T EMPL	PC WHO SOUGHT FULL-TIME EMPL, HELD				ONLY 1 JOB, PC IN		2 +,PC LAST JOB IN	
					NO JOB	ONE JOB	TWO JOBS	THREE +	TRN OCC	REL OCC	TRN OCC	REL OCC
14 300	340	34	85.29	89.66	10.34	75.86	13.79	0.00	90.91	9.09	100.00	0.00
16 108	100	10	90.00	77.78	33.33	44.44	11.11	11.11	0.00	25.00	50.00	0.00
17 100	20	2	100.00	100.00	0.00	50.00	50.00	0.00	0.00	0.00	100.00	0.00
17 300	270	27	70.37	68.42	36.84	31.58	21.05	10.53	50.00	50.00	33.33	33.33
17 700	80	6	100.00	83.33	33.33	66.67	0.00	0.00	25.00	0.00	0.00	0.00

EPD 20 SCHOOL 650 TABLE 6B (CONT-D) PAGE 3

ADULT PROG

FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE	PC FORMS RETURNED	P DID NOT SEEK F-T	REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)							PC ADD EDUC	PC RECOM PROGRAM
				OTHER SCH	HOUSEWIFE	HANDICAP	NOT INT	MIL SERV	PART-TIME	OTHER		
14 300	34	85.29	10.34	0.00	75.00	0.00	0.00	0.00	25.00	0.00	10.34	68.97
16 108	10	90.00	22.22	0.00	0.00	0.00	0.00	100.00	0.00	0.00	33.33	33.33
17 100	2	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	50.00	50.00
17 300	27	70.37	31.58	16.67	0.00	0.00	16.67	66.67	0.00	0.00	36.84	89.47
17 700	6	100.00	16.67	75.00	0.00	0.00	0.00	25.00	0.00	0.00	50.00	16.67

EPD 40 TABLE 6B PAGE 3

FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

ADULT PROG PROGRAM CODE	TOTAL POPULATION	NUMB IN SAMPLE	PC FORMS RETURNED	PC SEEK F-T EMPL	PC WHO SOUGHT FULL-TIME EMPL, HELD				ONLY 1 JOB, PC IN		2 +, PC LAST JOB IN	
					NO JOB	ONE JOB	TWO JOBS	THREE +	TRN OCC	REL OCC	TRN OCC	REL OCC
1 500	140	14	92.86	76.92	38.46	38.46	15.38	7.69	40.00	20.00	33.33	66.67
1 502	150	15	80.00	66.67	16.67	75.00	8.33	0.00	100.00	0.00	100.00	0.00
9 107	110	15	60.00	44.44	66.67	22.22	0.00	11.11	100.00	0.00	100.00	0.00
14 300	340	34	85.29	89.66	10.34	75.86	13.79	0.00	90.91	9.09	100.00	0.00
16 108	250	25	40.00	60.00	40.00	40.00	20.00	0.00	25.00	25.00	100.00	0.00
17 100	180	18	77.78	78.57	28.57	42.86	21.43	7.14	83.33	16.67	50.00	25.00
17 300	270	27	70.37	68.42	36.84	31.58	21.05	10.53	50.00	50.00	33.33	33.33
17 700	300	30	86.67	73.08	0.00	76.92	19.23	3.85	75.00	0.00	50.00	50.00
17 1300	60	6	100.00	66.67	50.00	50.00	0.00	0.00	66.67	0.00	0.00	0.00

EPD 40 TABLE 6B (CONT-D) PAGE 3

FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

ADULT PROG PROGRAM CODE	NUMB IN SAMPLE	PC FORMS RETURNED	P DID NOT SEEK F-T	REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)							PC ADD EDUC	PC RECOM PROGRAM
				OTHER SCH	HOUSEWIFE	HANDICAP	NOT INT	MIL SERV	PART-TIME	OTHER		
1 500	14	92.86	23.08	33.33	0.00	0.00	0.00	66.67	0.00	0.00	53.85	100.00
1 502	15	80.00	33.33	0.00	75.00	0.00	25.00	0.00	0.00	0.00	25.00	75.00
9 107	15	60.00	55.56	25.00	50.00	0.00	25.00	0.00	0.00	0.00	22.22	77.78
14 300	34	85.29	10.34	0.00	75.00	0.00	0.00	0.00	25.00	0.00	10.34	68.97
16 108	25	40.00	40.00	50.00	0.00	0.00	0.00	50.00	0.00	0.00	70.00	90.00
17 100	18	77.78	21.43	33.33	0.00	0.00	0.00	66.67	0.00	0.00	42.86	85.71
17 300	27	70.37	31.58	16.67	0.00	0.00	16.67	66.67	0.00	0.00	36.84	89.47
17 700	30	86.67	26.92	0.00	0.00	0.00	0.00	100.00	0.00	0.00	7.69	80.77
17 1300	6	100.00	33.33	0.00	0.00	0.00	0.00	100.00	0.00	0.00	50.00	0.00

EPD 40 SCHOOL 546

TABLE 7A

SECONDARY

FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTAL POPULATION		NUMB IN SAMPLE		PC FORMS RETURNED		PC SEEK F-T EMPL		PC WHO SOUGHT FULL-TIME EMPL, HELD								ONLY 1 JOB, PC IN				2 +, PC LAST JOB IN			
									NO JOB		ONE JOB		TWO JOBS		THREE +		TRN OCC		REL OCC		TRN OCC		REL OCC	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1 500	140	0	14	0	93	0	77	0	38	0	38	0	15	0	8	0	40	0	20	0	33	0	67	0
1 502	0	150	0	15	0	80	0	67	0	17	0	75	0	8	0	0	0	100	0	0	0	100	0	0
17 1300	150	0	15	0	80	0	83	0	17	0	67	0	17	0	0	0	88	0	13	0	100	0	0	0

EPD 40 SCHOOL 546

TABLE 7A (CONT-D)

SECONDARY

FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE		PC FORMS RETURNED		P DID NOT SEEK F-T		REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)														PC ADD EDUC		PC RECOM PROGRAM	
							OTHER SCH		HOUSEWIFE		HANDICAP		NOT INT		MIL SERV		PART-TIME		OTHER					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1 500	14	0	93	0	23	0	33	0	0	0	0	0	0	0	67	0	0	0	0	0	54	0	100	0
1 502	0	15	0	80	0	33	0	0	0	75	0	0	0	25	0	0	0	0	0	0	0	25	0	75
17 1300	15	0	80	0	17	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	17	0	75	0

EPD 10

TABLE 7A

PAGE 1

SECONDARY — FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTAL POPULATION		NUMB IN SAMPLE		PC FORMS RETURNED		PC SEEK F-T EMPL		PC WHO SOUGHT FULL-TIME EMPL, HELD								ONLY 1 JOB, PC IN				2 +, PC LAST JOB IN			
									NO JOB		ONE JOB		TWO JOBS		THREE +		TRN OCC		REL OCC		TRN OCC		REL OCC	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
9 107	0	110	0	15	0	60	0	44	0	67	0	22	0	0	0	11	0	100	0	0	0	100	0	0
14 300	0	340	0	34	0	85	0	90	0	10	0	76	0	14	0	0	0	91	0	9	0	100	0	0
16 108	100	0	10	0	90	0	78	0	33	0	44	0	11	0	11	0	0	0	25	0	50	0	0	0
17 100	180	0	18	0	78	0	79	0	29	0	43	0	21	0	7	0	83	0	17	0	50	0	25	0
17 700	145	155	14	16	93	81	46	100	0	0	85	69	15	23	0	8	55	100	0	0	0	75	100	25
17 1300	60	0	6	0	100	0	67	0	50	0	50	0	0	0	0	0	67	0	0	0	0	0	0	0

EPD 10

TABLE 7A (CONT-D)

PAGE 1

SECONDARY — FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE		PC FORMS RETURNED		P DID NOT SEEK F-T		REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)														PC ADD EDUC		PC RECOM PROGRAM	
							OTHER SCH		HOUSEWIFE		HANDICAP		NOT INT		MIL SERV		PART-TIME		OTHER					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
9 107	0	15	0	60	0	56	0	25	0	50	0	0	0	25	0	0	0	0	0	0	0	22	0	78
14 300	0	34	0	85	0	10	0	0	0	75	0	0	0	0	0	0	0	25	0	0	0	10	0	69
16 108	10	0	90	0	22	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	33	0	33	0
17 100	18	0	78	0	21	0	33	0	0	0	0	0	0	0	67	0	0	0	0	0	43	0	86	0
17 700	14	16	93	81	54	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	8	8	77	85
17 1300	6	0	100	0	33	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	50	0	0	0

TABLE 7

EPD 10 SCHOOL 516 TABLE 7A PAGE 2

POST-SEC. FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTAL POPULATION		NUMB IN SAMPLE		PC FORMS RETURNED		PC SEEK F-T EMPL		PC WHO SOUGHT FULL-TIME EMPL, HELD								ONLY 1 JOB, PC IN				2 +, PC LAST JOB IN			
									NO JOB		ONE JOB		TWO JOBS		THREE +		TRN OCC		REL OCC		TRN OCC		REL OCC	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
9 107	0	110	0	15	0	60	0	44	0	67	0	22	0	0	0	11	0	100	0	0	0	100	0	0
16 108	250	0	25	0	40	0	60	0	40	0	40	0	20	0	0	0	25	0	25	0	100	0	0	0
17 100	180	0	18	0	78	0	79	0	29	0	43	0	21	0	7	0	83	0	17	0	50	0	25	0
17 700	145	155	14	16	93	81	46	100	0	0	85	69	15	23	0	8	55	100	0	0	0	75	100	25

EPD 10 SCHOOL 516 TABLE 7A (CONT-D) PAGE 2

POST-SEC. FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE		PC FORMS RETURNED		P DID NOT SEEK F-T		REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)														PC ADD EDUC		PC RECOM PROGRAM	
							OTHER SCH		HOUSEWIFE		HANDICAP		NOT INT		MIL SERV		PART-TIME		OTHER					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
9 107	0	15	0	60	0	56	0	25	0	50	0	0	0	25	0	0	0	0	0	0	0	22	0	78
16 108	25	0	40	0	40	0	50	0	0	0	0	0	0	0	50	0	0	0	0	0	70	0	90	0
17 100	18	0	78	0	21	0	33	0	0	0	0	0	0	0	67	0	0	0	0	0	43	0	86	0
17 700	14	16	93	81	54	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	8	8	77	85

EPD 20 TABLE 7A PAGE 2

FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

POST-SEC. PROGRAM CODE	TOTAL POPULATION		NUMB IN SAMPLE		PC FORMS RETURNED		PC SEEK F-T EMPL		PC WHO SOUGHT FULL-TIME EMPL, HELD								ONLY 1 JOB, PC IN				2 +, PC LAST JOB IN			
									NO JOB		ONE JOB		TWO JOBS		THREE +		TRN OCC		REL OCC		TRN OCC		REL OCC	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
4 0	115	131	12	15	92	87	27	38	27	0	64	92	9	8	0	0	71	83	0	8	0	0	0	100
9 107	0	20	0	1	0	100	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14 300	80	0	8	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16 108	100	0	10	0	90	0	78	0	33	0	44	0	11	0	11	0	0	0	25	0	50	0	0	0
17 100	20	0	2	0	100	0	100	0	0	0	50	0	50	0	0	0	0	0	0	0	100	0	0	0
17 300	270	0	27	0	70	0	68	0	37	0	32	0	21	0	11	0	50	0	50	0	33	0	33	0
17 700	50	30	4	2	100	100	75	100	25	50	75	50	0	0	0	0	33	0	0	0	0	0	0	0

EPD 20 TABLE 7A (CONT-D) PAGE 2

FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

POST-SEC. PROGRAM CODE	NUMB IN SAMPLE		PC FORMS RETURNED		P DID NOT SEEK F-T		REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)														PC ADD EDUC		PC RECOM PROGRAM	
							OTHER SCH		HOUSEWIFE		HANDICAP		NOT INT		MIL SERV		PART-TIME		OTHER					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
4 0	12	15	92	87	73	62	0	13	0	37	0	0	13	13	88	0	0	37	0	0	18	8	91	77
9 107	0	1	0	100	0	100	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	0
14 300	8	0	0	0	0	100	0	0	0	86	0	0	0	14	0	0	0	0	0	0	0	25	0	63
16 108	10	0	90	0	22	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	33	0	33	0
17 100	2	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50	0	50	0
17 300	27	0	70	0	32	0	17	0	0	0	0	0	17	0	67	0	0	0	0	0	37	0	89	0
17 700	4	2	100	100	25	0	67	100	0	0	0	0	0	0	33	0	0	0	0	0	75	0	26	0

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EPD  20   SCHOOL  650                                    TABLE  7A                                                                   PAGE  3
----------------------------------------------------------------------------------------------------------------------------------------
I            I                                                                                                                         I
I ADULT PROGI                       FOLLOW  UP  SURVEY, TERMINATIONS  (DESCRIBE  SAMPLE)                                               I
I            I                                                                                                                         I
I------------------------------------------------------------------------------------------------------------------------------------------I
I            I             I          I          I          I PC WHO SOUGHT FULL-TIME EMPL, HELD      I ONLY 1 JOB, PC IN I 2 +,PC LAST JOB INI
I   PROGRAM  I    TOTAL    I NUMB IN IPC FORMS I PC SEEK I----------------------------------------I--------------------I--------------------I
I       CODE IPOPULATION  I  SAMPLE IRETURNED IF-T EMPL I NO JOB   I ONE JOB ITWO JOBS I THREE + I TRN OCC I REL OCC  I TRN OCC I REL OCC I
I------------I-------------I----------I----------I----------I----------I----------I----------I----------I----------I----------I----------I----------I
I            I  M   I  F   I  M I  F  I  M I  F  I  M I  F  I  M I  F  I  M I  F  I  M I  F  I  M I  F  I  M I  F  I  M I  F  I  M I  F  I  M I  F  I
I            I------I------I----I----I----I----I----I----I----I----I----I----I----I----I----I----I----I----I----I----I----I----I----I----I
I            I      I      I    I    I    I    I    I    I    I    I    I    I    I    I    I    I    I    I    I    I    I    I    I    I
I 14   300   I     0I   340I  0 I 34 I  0 I 85 I  0 I 90 I  0 I 10 I  0 I 76 I  0 I 14 I  0 I  0 I  0 I 91 I  0 I  9 I  0 I100 I  0 I  0 I
I 16   108   I   100I     0I 10 I  0 I 90 I  0 I 78 I  0 I 33 I  0 I 44 I  0 I 11 I  0 I 11 I  0 I  0 I  0 I 25 I  0 I 50 I  0 I  0 I  0 I
I 17   100   I    20I     0I  2 I  0 I100 I  0 I100 I  0 I  0 I  0 I 50 I  0 I 50 I  0 I  0 I  0 I  0 I  0 I  0 I  0 I100 I  0 I  0 I  0 I
I 17   300   I   270I     0I 27 I  0 I 70 I  0 I 68 I  0 I 37 I  0 I 32 I  0 I 21 I  0 I 11 I  0 I 50 I  0 I 50 I  0 I 33 I  0 I 33 I  0 I
I 17   700   I    50I    30I  4 I  2 I100 I100 I 75 I100 I 25 I 50 I 75 I 50 I  0 I  0 I  0 I  0 I 33 I  0 I  0 I  0 I  0 I  0 I  0 I  0 I
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EPD  20   SCHOOL  650                                    TABLE  7A (CONT-D)                                                          PAGE  3
----------------------------------------------------------------------------------------------------------------------------------------
I            I                                                                                                                         I
I ADULT PROGI                       FOLLOW  UP  SURVEY, TERMINATIONS  (DESCRIBE  SAMPLE)                                               I
I            I                                                                                                                         I
I------------------------------------------------------------------------------------------------------------------------------------------I
I            I             I          I          I          REASONS  FOR  NOT  SEEKING  FULL-TIME  EMPLOYMENT (IN PC)        I          I          I
I   PROGRAM  I  NUMB IN    IPC FORMS IP DID NOTI------------------------------------------------------------------------------I PC ADD   IPC RECOM I
I       CODE I   SAMPLE    IRETURNED ISEEK F-T IOTHER SCHIHOUSEWIFEI HANDICAPI NOT INT IMIL SERV IPART-TIMEI  OTHER   I  EDUC    I PROGRAM I
I------------I-------------I----------I----------I----------I----------I----------I----------I----------I----------I----------I----------I----------I
I            I  M   I  F   I  M I  F  I  M I  F  I  M I  F  I  M I  F  I  M I  F  I  M I  F  I  M I  F  I  M I  F  I  M I  F  I  M I  F  I  M I  F  I
I            I------I------I----I----I----I----I----I----I----I----I----I----I----I----I----I----I----I----I----I----I----I----I----I----I
I            I      I      I    I    I    I    I    I    I    I    I    I    I    I    I    I    I    I    I    I    I    I    I    I    I
I 14   300   I     0I    34I  0 I 85 I  0 I 10 I  0 I  0 I  0 I 75 I  0 I  0 I  0 I  0 I  0 I  0 I  0 I 25 I  0 I  0 I  0 I 10 I  0 I 69 I
I 16   108   I    10I     0I 90 I  0 I 22 I  0 I  0 I  0 I  0 I  0 I  0 I  0 I  0 I  0 I100 I  0 I  0 I  0 I  0 I  0 I 33 I  0 I 33 I  0 I
I 17   100   I     2I     0I100 I  0 I  0 I  0 I  0 I  0 I  0 I  0 I  0 I  0 I  0 I  0 I  0 I  0 I  0 I  0 I  0 I  0 I 50 I  0 I 50 I  0 I
I 17   300   I    27I     0I 70 I  0 I 32 I  0 I 17 I  0 I  0 I  0 I  0 I  0 I 17 I  0 I 67 I  0 I  0 I  0 I  0 I  0 I 37 I  0 I 89 I  0 I
I 17   700   I     4I     2I100 I100 I 25 I  0 I 67 I100 I  0 I  0 I  0 I  0 I  0 I  0 I 33 I  0 I  0 I  0 I  0 I  0 I 75 I  0 I 25 I  0 I
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TABLE 7A

ADULT PROG

FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTAL POPULATION		NUMB IN SAMPLE		PC FORMS RETURNED		PC SEEK F-T EMPL		PC WHO SOUGHT FULL-TIME EMPL, HELD								ONLY 1 JOB, PC IN				2 +, PC LAST JOB IN			
									NO JOB		ONE JOB		TWO JOBS		THREE +		TRN OCC		REL OCC		TRN OCC		REL OCC	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1 500	140	0	14	0	93	0	77	0	38	0	38	0	15	0	8	0	40	0	20	0	33	0	67	0
1 502	0	150	0	15	0	80	0	67	0	17	0	75	0	8	0	0	0	100	0	0	0	100	0	0
9 107	0	110	0	15	0	60	0	44	0	67	0	22	0	0	0	11	0	100	0	0	0	100	0	0
14 300	0	340	0	34	0	85	0	90	0	10	0	76	0	14	0	0	0	91	0	9	0	100	0	0
16 108	250	0	25	0	40	0	60	0	40	0	40	0	20	0	0	0	25	0	25	0	100	0	0	0
17 100	180	0	18	0	78	0	79	0	29	0	43	0	21	0	7	0	83	0	17	0	50	0	25	0
17 300	270	0	27	0	70	0	68	0	37	0	32	0	21	0	11	0	50	0	50	0	33	0	33	0
17 700	145	155	14	16	93	81	46	100	0	0	85	69	15	23	0	8	55	100	0	0	0	75	100	25
17 1300	60	0	6	0	100	0	67	0	50	0	50	0	0	0	0	0	67	0	0	0	0	0	0	0

TABLE 7A (CONT-D)

ADULT PROG

FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE		PC FORMS RETURNED		P DID NOT SEEK F-T		REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)														PC ADD EDUC		PC RECOM PROGRAM	
							OTHER SCH		HOUSEWIFE		HANDICAP		NOT INT		MIL SERV		PART-TIME		OTHER					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1 500	14	0	93	0	23	0	33	0	0	0	0	0	0	0	67	0	0	0	0	0	54	0	100	0
1 502	0	15	0	80	0	33	0	0	0	75	0	0	0	25	0	0	0	0	0	0	0	25	0	75
9 107	0	15	0	60	0	56	0	25	0	50	0	0	0	25	0	0	0	0	0	0	0	22	0	78
14 300	0	34	0	85	0	10	0	0	0	75	0	0	0	0	0	0	0	25	0	0	0	10	0	69
16 108	25	0	40	0	40	0	50	0	0	0	0	0	0	0	50	0	0	0	0	0	70	0	90	0
17 100	18	0	78	0	21	0	33	0	0	0	0	0	0	0	67	0	0	0	0	0	43	0	86	0
17 300	27	0	70	0	32	0	17	0	0	0	0	0	17	0	67	0	0	0	0	0	37	0	89	0
17 700	14	16	93	81	54	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	8	8	77	85
17 1300	6	0	100	0	33	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	50	0	0	0

EPD 40 SCHOOL 546

TABLE 7B

PAGE 1

SECONDARY

FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTAL POPULATION	NUMB IN SAMPLE	PC FORMS RETURNED	PC SEEK F-T EMPL	PC WHO SOUGHT FULL-TIME EMPL, HELD				ONLY 1 JOB, PC IN		2 +,PC LAST JOB IN	
					NO JOB	ONE JOB	TWO JOBS	THREE +	TRN OCC	REL OCC	TRN OCC	REL OCC
1 500	140	14	92.86	76.92	38.46	38.46	15.38	7.69	40.00	20.00	33.33	66.67
1 502	150	15	80.00	66.67	16.67	75.00	8.33	0.00	100.00	0.00	100.00	0.00
17 1300	150	15	80.00	83.33	16.67	66.67	16.67	0.00	87.50	12.50	100.00	0.00

EPD 40 SCHOOL 546

TABLE 7B (CONT-D)

PAGE 1

SECONDARY

FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE	PC FORMS RETURNED	P DID NOT SEEK F-T	REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)							PC ADD EDUC	PC RECOM PROGRAM
				OTHER SCH	HOUSEWIFE	HANDICAP	NOT INT	MIL SERV	PART-TIME	OTHER		
1 500	14	92.86	23.08	33.33	0.00	0.00	0.00	66.67	0.00	0.00	53.85	100.00
1 502	15	80.00	33.33	0.00	75.00	0.00	25.00	0.00	0.00	0.00	25.00	75.00
17 1300	15	90.00	16.67	0.00	0.00	0.00	0.00	100.00	0.00	0.00	16.67	75.00

EPD 10

TABLE 7B

PAGE 1

SECONDARY

FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTAL POPULATION	NUMB IN SAMPLE	PC FORMS RETURNED	PC SEEK F-T EMPL	PC WHO SOUGHT FULL-TIME EMPL, HELD				ONLY 1 JOB, PC IN		2 +,PC LAST JOB IN	
					NO JOB	ONE JOB	TWO JOBS	THREE +	TRN OCC	REL OCC	TRN OCC	REL OCC
9 107	110	15	60.00	44.44	66.67	22.22	0.00	11.11	100.00	0.00	100.00	0.00
14 300	340	34	85.29	89.66	10.34	75.86	13.79	0.00	90.91	9.09	100.00	0.00
16 108	100	10	90.00	77.78	33.33	44.44	11.11	11.11	0.00	25.00	50.00	0.00
17 100	180	18	77.78	78.57	28.57	42.86	21.43	7.14	83.33	16.67	50.00	25.00
17 700	300	30	86.67	73.08	0.00	76.92	19.23	3.85	75.00	0.00	50.00	50.00
17 1300	60	6	100.00	66.67	50.00	50.00	0.00	0.00	66.67	0.00	0.00	0.00

EPD 10

TABLE 7B (CONT-D)

PAGE 1

SECONDARY

FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE	PC FORMS RETURNED	P DID NOT SEEK F-T	REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)							PC ADD EDUC	PC RECOM PROGRAM
				OTHER SCH	HOUSEWIFE	HANDICAP	NOT INT	MIL SERV	PART-TIME	OTHER		
9 107	15	60.00	55.56	25.00	50.00	0.00	25.00	0.00	0.00	0.00	22.22	77.78
14 300	34	85.29	10.34	0.00	75.00	0.00	0.00	0.00	25.00	0.00	10.34	68.97
16 108	10	90.00	22.22	0.00	0.00	0.00	0.00	100.00	0.00	0.00	33.33	33.33
17 100	18	77.78	21.43	33.33	0.00	0.00	0.00	66.67	0.00	0.00	42.86	85.71
17 700	30	86.67	26.92	0.00	0.00	0.00	0.00	100.00	0.00	0.00	7.69	80.77
17 1300	6	100.00	33.33	0.00	0.00	0.00	0.00	100.00	0.00	0.00	50.00	0.00

EPD 10 SCHOOL 516 TABLE 7B PAGE 2

POST-SEC. FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE		TOTAL POPULATION	NUMB IN SAMPLE	PC FORMS RETURNED	PC SEEK F-T EMPL	PC WHO SOUGHT FULL-TIME EMPL, HELD				ONLY 1 JOB, PC IN		2 +,PC LAST JOB IN	
						NO JOB	ONE JOB	TWO JOBS	THREE +	TRN OCC	REL OCC	TRN OCC	REL OCC
9	107	110	15	60.00	44.44	66.67	22.22	0.00	11.11	100.00	0.00	100.00	0.00
16	108	250	25	40.00	60.00	40.00	40.00	20.00	0.00	25.00	25.00	100.00	0.00
17	100	180	18	77.78	78.57	28.57	42.86	21.43	7.14	83.33	16.67	50.00	25.00
17	700	300	30	86.67	73.08	0.00	76.92	19.23	3.85	75.00	0.00	50.00	50.00

EPD 10 SCHOOL 516 TABLE 7B (CONT-D) PAGE 2

POST-SEC. FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE		NUMB IN SAMPLE	PC FORMS RETURNED	P DID NOT SEEK F-T	REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)							PC ADD EDUC	PC RECOM PROGRAM
					OTHER SCH	HOUSEWIFE	HANDICAP	NOT INT	MIL SERV	PART-TIME	OTHER		
9	107	15	60.00	55.56	25.00	50.00	0.00	25.00	0.00	0.00	0.00	22.22	77.78
16	108	25	40.00	40.00	50.00	0.00	0.00	0.00	50.00	0.00	0.00	70.00	90.00
17	100	18	77.78	21.43	33.33	0.00	0.00	0.00	66.67	0.00	0.00	42.86	85.71
17	700	30	86.67	26.92	0.00	0.00	0.00	0.00	100.00	0.00	0.00	7.69	80.77

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EPD  20                                          TABLE  7B                                                                          PAGE  2

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I            I                                                                                                                          I
I POST-SEC.  I                    FOLLOW  UP  SURVEY, TERMINATIONS  (DESCRIBE  SAMPLE)                                                  I
I            I                                                                                                                          I
I----------------------------------------------------------------------------------------------------------------------------------------I
I            I           I          I          I          I  PC WHO SOUGHT FULL-TIME EMPL, HELD     I ONLY 1 JOB, PC IN I 2 +,PC LAST JOB INI
I   PROGRAM  I   TOTAL   I NUMB IN  IPC FORMS  I PC SEEK  I---------------------------------------I-------------------I-------------------I
I      CODE  IPOPULATION I  SAMPLE  IRETURNED  IF-T EMPL  I NO JOB  I ONE JOB ITWO JOBS I THREE + I TRN OCC I REL OCC I TRN OCC I REL OCC I
I------------I-----------I----------I----------I----------I---------I---------I---------I---------I---------I---------I---------I---------I
I  4    0    I     246   I      27  I  88.89   I  33.33   I  12.50  I  79.17  I   8.33  I   0.00  I  78.95  I   5.26  I   0.00  I  50.00  I
I  9  107    I      20   I       1  I 100.00   I   0.00   I 100.00  I   0.00  I   0.00  I   0.00  I   0.00  I   0.00  I   0.00  I   0.00  I
I 14  300    I      80   I       8  I 100.00   I   0.00   I 100.00  I   0.00  I   0.00  I   0.00  I   0.00  I   0.00  I   0.00  I   0.00  I
I 16  108    I     100   I      10  I  90.00   I  77.78   I  33.33  I  44.44  I  11.11  I  11.11  I   0.00  I  25.00  I  50.00  I   0.00  I
I 17  100    I      20   I       2  I 100.00   I 100.00   I   0.00  I  50.00  I  50.00  I   0.00  I   0.00  I   0.00  I 100.00  I   0.00  I
I 17  300    I     270   I      27  I  70.37   I  68.42   I  36.84  I  31.58  I  21.05  I  10.53  I  50.00  I  50.00  I  33.33  I  33.33  I
I 17  700    I      80   I       6  I 100.00   I  83.33   I  33.33  I  66.67  I   0.00  I   0.00  I  25.00  I   0.00  I   0.00  I   0.00  I
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EPD  20                                          TABLE  7B (CONT-D)                                                                 PAGE  2
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I            I                                                                                                                          I
I POST-SEC.  I                    FOLLOW  UP  SURVEY, TERMINATIONS  (DESCRIBE  SAMPLE)                                                  I
I            I                                                                                                                          I
I----------------------------------------------------------------------------------------------------------------------------------------I
I            I          I          I          I       REASONS  FOR  NOT  SEFKING  FULL-TIME  EMPLOYMENT (IN PC)       I         I         I
I   PROGRAM  I NUMB IN  IPC FORMS  IP DID NOTI-----------------------------------------------------------------------I PC ADD  IPC RECOM I
I      CODE  I  SAMPLE  IRETURNED  ISEEK F-T IOTHER SCHIHOUSEWIFEI HANDICAPI NOT INT IMIL SERV IPART-TIMEI  OTHER  I  EDUC   I PROGRAM I
I------------I----------I----------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
I  4    0    I      27  I  88.89   I  66.67  I   6.25  I  18.75  I   0.00  I  12.50  I  43.75  I  18.75  I   0.00  I  12.50  I  83.33  I
I  9  107    I       1  I 100.00   I 100.00  I 100.00  I   0.00  I   0.00  I   0.00  I   0.00  I   0.00  I   0.00  I 100.00  I   0.00  I
I 14  300    I       8  I 100.00   I 100.00  I   0.00  I  85.71  I   0.00  I  14.29  I   0.00  I   0.00  I   0.00  I  25.00  I  62.50  I
I 16  108    I      10  I  90.00   I  22.22  I   0.00  I   0.00  I   0.00  I   0.00  I 100.00  I   0.00  I   0.00  I  33.33  I  33.33  I
I 17  100    I       2  I 100.00   I   0.00  I   0.00  I   0.00  I   0.00  I   0.00  I   0.00  I   0.00  I   0.00  I  50.00  I  50.00  I
I 17  300    I      27  I  70.37   I  31.58  I  16.67  I   0.00  I   0.00  I  16.67  I  66.67  I   0.00  I   0.00  I  36.84  I  89.47  I
I 17  700    I       6  I 100.00   I  16.67  I  75.00  I   0.00  I   0.00  I   0.00  I  25.00  I   0.00  I   0.00  I  50.00  I  16.67  I
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EPD 20 SCHOOL 650 TABLE 7B PAGE 3

ADULT PROG — FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTAL POPULATION	NUMB IN SAMPLE	PC FORMS RETURNED	PC SEEK F-T EMPL	PC WHO SOUGHT FULL-TIME EMPL, HELD				ONLY 1 JOB, PC IN		2 +,PC LAST JOB IN	
					NO JOB	ONE JOB	TWO JOBS	THREE +	TRN OCC	REL OCC	TRN OCC	REL OCC
14 300	340	34	85.29	89.66	10.34	75.86	13.79	0.00	90.91	9.09	100.00	0.00
16 108	100	10	90.00	77.78	33.33	44.44	11.11	11.11	0.00	25.00	50.00	0.00
17 100	20	2	100.00	100.00	0.00	50.00	50.00	0.00	0.00	0.00	100.00	0.00
17 300	270	27	70.37	68.42	36.84	31.58	21.05	10.53	50.00	50.00	33.33	33.33
17 700	80	6	100.00	83.33	33.33	66.67	0.00	0.00	25.00	0.00	0.00	0.00

EPD 20 SCHOOL 650 TABLE 7B (CONT-D) PAGE 3

ADULT PROG — FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE	PC FORMS RETURNED	P DID NOT SEEK F-T	REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)							PC ADD EDUC	PC RECOM PROGRAM
				OTHER SCH	HOUSEWIFE	HANDICAP	NOT INT	MIL SERV	PART-TIME	OTHER		
14 300	34	85.29	10.34	0.00	75.00	0.00	0.00	0.00	25.00	0.00	10.34	68.97
16 108	10	90.00	22.22	0.00	0.00	0.00	0.00	100.00	0.00	0.00	33.33	33.33
17 100	2	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	50.00	50.00
17 300	27	70.37	31.58	16.67	0.00	0.00	16.67	66.67	0.00	0.00	36.84	89.47
17 700	6	100.00	16.67	75.00	0.00	0.00	0.00	25.00	0.00	0.00	50.00	16.67

EPD 40

TABLE 7B

PAGE 3

FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

ADULT PROG					PC WHO SOUGHT FULL-TIME EMPL, HELD				ONLY 1 JOB, PC IN		2 +, PC LAST JOB IN	
PROGRAM CODE	TOTAL POPULATION	NUMB IN SAMPLE	PC FORMS RETURNED	PC SEEK F-T EMPL	NO JOB	ONE JOB	TWO JOBS	THREE +	TRN OCC	REL OCC	TRN OCC	REL OCC
1 500	140	14	92,86	76.92	38,46	38.46	15.38	7.69	40.00	20.00	33.33	66.67
1 502	150	15	80.00	66.67	16,67	75,00	8,33	0,00	100.00	0.00	100.00	0.00
9 107	110	15	60.00	44.44	66,67	22.22	0.00	11.11	100.00	0.00	100.00	0.00
14 300	340	34	85.29	89.66	10.34	75.86	13.79	0.00	90.91	9.09	100.00	0.00
16 108	250	25	40.00	60.00	40.00	40.00	20.00	0.00	25.00	25.00	100.00	0.00
17 100	180	18	77.78	78.57	28.57	42.86	21.43	7.14	83.33	16.67	50.00	25.00
17 300	270	27	70.37	68.42	36.84	31.58	21.05	10.53	50.00	50.00	33.33	33.33
17 700	300	30	86.67	73.08	0.00	76.92	19.23	3.85	75.00	0.00	50.00	50.00
17 1300	60	6	100.00	66.67	50.00	50.00	0.00	0.00	66.67	0.00	0.00	0.00

EPD 40

TABLE 7B (CONT-D)

PAGE 3

FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

ADULT PROG				REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)								
PROGRAM CODE	NUMB IN SAMPLE	PC FORMS RETURNED	P DID NOT SEEK F-T	OTHER SCH	HOUSEWIFE	HANDICAP	NOT INT	MIL SERV	PART-TIME	OTHER	PC ADD EDUC	PC RECOM PROGRAM
1 500	14	92.86	23.08	33.33	0.00	0.00	0.00	66.67	0.00	0.00	53.85	100.00
1 502	15	80.00	33.33	0.00	75.00	0.00	25.00	0.00	0.00	0.00	25.00	75.00
9 107	15	60.00	55.56	25.00	50.00	0,00	25.00	0.00	0.00	0.00	22.22	77.78
14 300	34	85,29	10.34	0.00	75.00	0,00	0.00	0.00	25.00	0.00	10.34	68.97
16 108	25	40.00	40.00	50.00	0.00	0.00	0.00	50.00	0.00	0.00	70.00	90.00
17 100	18	77.78	21.43	33.33	0.00	0.00	0.00	66.67	0.00	0.00	42.86	85.71
17 300	27	70.37	31.58	16.67	0.00	0.00	16.67	66.67	0.00	0.00	36.84	89.47
17 700	30	86.67	26.92	0.00	0.00	0.00	0.00	100.00	0.00	0.00	7.69	80.77
17 1300	6	100,00	33,33	0,00	0,00	0,00	0.00	100,00	0,00	0,00	50,00	0,00

APPENDIX E

PACKET OF PRINTED EVALUATION INSTRUMENTS

DF-1 VOCATIONAL PROGRAM REPORT

- Including DF-1 Supplement

DF-2 GENERAL SCHOOL INFORMATION INVENTORY

- Including DF-2 Supplement

DF-3 SPECIFIC PROGRAM INFORMATION DATA FOR SECONDARY AND POST-SECONDARY INSTRUCTIONAL PROGRAMS

DF-4 SPECIFIC PROGRAM INFORMATION DATA FOR ADULT INSTRUCTIONAL PROGRAMS

DF-5A STUDENT INFORMATION CARD

EQUAL OPPORTUNITY INFORMATION

DF-5B VOCATIONAL STUDENT STATUS REPORT

- Including Sample Card Imprinted With Student Identification Data

DF-6 A FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

- Including Imprinted Student and Vocational Program Identification Label

DF-1

VOCATIONAL PROGRAM STATUS REPORT

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

4☐☐☐ ☐☐ ☐☐ ☐☐☐
school code

Name of School______________________________

Type of School: Public ☐ Private ☐

Name of Person Completing This Form____________________

School District______________________________

Position____________________

Date ☐☐ ☐☐ ☐☐
mo. day year

Enrollment:

20 1. ☐☐☐☐ Total **School** Enrollment.

2. ☐☐☐☐ Total **Male** Enrollment.

3. ☐☐☐☐ Total **Female** Enrollment.

4. What percent of the school enrollment are enrolled in vocational education? __ __ __%

Dropouts:

5. Dropout Rate (Percentage of **total school** enrollment dropping out last year). __ __%

Unemployment:

6. What is the unemployment rate in your community or area for:

Ages 15-19__ __.__%

Ages 20-24__ __.__%

The Total Work Force (youth and adult) __ __.__%

Budget Information:

7. **Are average per pupil expenditures for all students computed?**
☐ Yes ☐ No

8. **Are average per pupil expenditures for vocational students computed?**
☐ Yes ☐ No

9. **Are average per pupil expenditures for each vocational program computed?**
☐ Yes ☐ No

Vocational Programs:

10. How many vocational instructional programs are currently offered by this school? __ __ __

11. List below each of these vocational instructional programs and those in the process of becoming operational by title and program area.

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM AREA	PROGRAM STATUS (Check One)			FUNDING STATUS		PROGRAM LEVEL (Check one only for each instructional program)				
What do you call this program? List programs currently being offered or which you plan to offer.	T & I, Agriculture, Home Economics, etc. Space Below for Program Area Title and Code	(1) This program is in the process of becoming operational.	(2) This is a new program.	(3) This program was in operation last year (ongoing or continuing).	Has this program been approved to receive funds from the state?		(1) Secondary	(2) Post-Secondary	(3) Adult		
					Yes	No			Preparatory (initial or entry training) (a)	Supplementary (up-grading or in-service training) (b)	Combination (c)
____________	20 ☐☐.☐☐☐☐	☐	☐	☐	1 ☐	0 ☐	☐	☐	0 ☐	1 ☐	2 ☐
____________	33 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Name of School____

11. Vocational Programs (continued).

Page _____ of _____

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM AREA	PROGRAM STATUS (Check One)			FUNDING STATUS		PROGRAM LEVEL (Check one only for each instructional program)				
What do you call this program? List programs currently being offered or which you plan to offer.	T & I, Agriculture, Home Economics, etc. Space Below for Program Area Title and Code	(1) This program was in operation last year (ongoing or continuing).	(2) This is a new program.	(3) This program is in the process of becoming operational.	Has this program been approved to receive funds from the state? Yes	No	(1) Secondary	(2) Post-Secondary	(3) Adult (a) Preparatory (initial or entry training)	(b) Supplementary (up-grading or in-service training)	(c) Combination
__________	46 ☐☐.☐☐☐☐	☐	☐	☐	1 ☐	0 ☐	☐	☐	0 ☐	1 ☐	2 ☐
__________	59 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
__________	20 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
__________	33 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
__________	46 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
__________	59 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
__________	20 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
__________	33 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

☐ Check if **Item 11 is continued** on a **supplement page.**

Note: Attach Supplement Pages to this Form.

DF-1—Supplement

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

4☐☐☐ ☐☐ ☐☐ ☐☐☐
school code

Name of School______________________________

11. Vocational Programs (continued).

Page _____ of _____

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM AREA	PROGRAM STATUS (Check One)			FUNDING STATUS		PROGRAM LEVEL (Check one only for each instructional program)				
What do you call this program? List programs currently being offered or which you plan to offer.	T & I, Agriculture, Home Economics, etc. Space Below for Program Area Title and Code	(1) This program was in operation last year (ongoing or continuing).	(2) This is a new program.	(3) This program is in the process of becoming operational.	Has this program been approved to receive funds from the state?		(1) Secondary	(2) Post-Secondary	(3) Adult (a) Preparatory (initial or entry training)	(3) Adult (b) Supplementary (up-grading or in-service training)	(3) Adult (c) Combination
					Yes	No					
__________	__________ 46 ☐☐.☐☐☐☐	☐	☐	☐	1☐	0☐	☐	☐	0☐	1☐	2☐
__________	__________ 59 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
__________	__________ 20 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
__________	__________ 33 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
__________	__________ 46 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
__________	__________ 59 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
__________	__________ 20 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
__________	__________ 33 ☐☐.☐☐☐☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

DF-2

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

GENERAL SCHOOL INFORMATION INVENTORY

4 ☐☐☐ ☐☐ ☐☐ ☐☐☐
school code

Name of School____________________ Person Completing This Form____________________

School District____________________ Position____________________ Date ☐☐ ☐☐ ☐☐ mo. day year

---

1. Does the school curriculum require all students to receive some exposure to marketable skill training?

20 ☐ Yes ☐ No

2. This school is located in an:

☐ Urban area
☐ Rural area
☐ Suburban area

3. Does the school offer vocational programs:

☐ Day only
☐ Night only
☐ Both day and night

4. Does the school have a practical arts program(s)?

☐ Yes ☐ No programs offered.

if yes, check type(s)

☐ Industrial arts
☐ General business
30 ☐ Home economics (homemaking)
☐ Other (specify) ________________

5. Does the school have a prevocational group guidance program?

☐ Yes ☐ No

Type of Enrollment

☐ Elementary students only (grades 8 and below).
☐ Secondary students (grades 9 and above).
☐ Both elementary and secondary students.

Total Enrollment

Estimate how many students will be served by this program this school year.

☐☐☐☐

6. Does the school have a guidance program?

40 ☐ Yes ☐ No

7. Does the school have a specialized vocational guidance program for noncollege-bound students?

☐ Yes ☐ No

8. Total number of guidance personnel.

☐☐

a. How many are state certified?

☐☐

b. How many of these state certified persons have specific vocational guidance preparation?

☐☐

9. Does the school provide job placement services to vocational students?

☐ Yes ☐ No placement services available.

if yes, check type(s)

☐ Cooperative program between school and state employment service
50 ☐ Vocational teachers make referrals
☐ Guidance counselor assistance
☐ Other (specify)________________
____

10. Does the school have an annual and long range plan for vocational education?

☐ Yes ☐ No

11. Does the school have a general advisory committee for vocational programs?

☐ Yes ☐ No

12. Do all vocational programs have an advisory committee?

☐ Yes ☐ No

13. Indicate below your presently existing and anticipated **administrative** and **ancillary services staff** vacancies for all vocational programs.

56 ☐ No **Existing** Vacancies   57 ☐ No **Anticipated** Vacancies

POSITIONS	NUMBER OF PERSONS NEEDED FOR EXISTING VACANCIES	NUMBER OF PERSONS NEEDED FOR ANTICIPATED VACANCIES
a. Director	58 a. ☐	63 a. ☐
b. Supervisor	b. ☐	b. ☐
c. Vocational Guidance Director or Counselor	c. ☐	c. ☐
d. Curriculum Specialist	d. ☐	d. ☐
e. Other (specify)________________	e. ☐	e. ☐

70 ☐ For State Use Only

14. Indicate your presently existing and anticipated **vocational program staff** vacancies.

68 ☐ No **Existing** Vacancies   69 ☐ No **Anticipated** Vacancies

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM AREA	PROGRAM STATUS	NUMBER OF PERSONS NEEDED FOR EXISTING VACANCIES (Place the number needed in the appropriate column)			NUMBER OF PERSONS NEEDED FOR ANTICIPATED VACANCIES (Place the number needed in the appropriate column)		
What Do You Call This Program?	T & I, Agriculture, Home Economics, etc. Space Below for Program Area Title and Code	(Check One)	Teacher	Cooperative Work-Experience Coordinator	Other (Specify)	Teacher	Cooperative Work-Experience Coordinator	Other (Specify)
________ ________	________ 20 ☐☐.☐☐☐☐	1 ☐ In Operation 0 ☐ Not Yet in Operation	☐	☐	☐ ________ ________	☐	☐	☐ ________ ________
________ ________	________ 33 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ________ ________	☐	☐	☐ ________ ________
________ ________	________ 46 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ________ ________	☐	☐	☐ ________ ________
________ ________	________ 59 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ________ ________	☐	☐	☐ ________ ________

☐ Check if **Item 14** is **continued** on a **supplement page.**

Note: Attach Supplement Pages to This Form.

15. Of the schools new vocational programs which programs are not yet operational? Indicate reason(s) below.

☐ No new programs approved or pending.

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM AREA	REASON(S) EACH INSTRUCTIONAL PROGRAM NOT IN OPERATION (More than one may be checked)					
What do you call this program?	T & I, Agriculture, Home Economics, etc. Space Below for Program Area Title and Code	Program Not Planned to Begin as of Date This Form Completed. List the Anticipated Date	Lack of Funds	Lack of Facilities	Lack of Equipment	Teachers Not Available	Other (Specify)
______	______ 20 ☐☐.☐☐☐☐	☐ (Anticipated Date) ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ______ ______
______	______ 36 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ______ ______
______	______ 52 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ______ ______
______	______ 20 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ______ ______
______	______ 36 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ______ ______
______	______ 52 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ______ ______
______	______ 20 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ______ ______
______	______ 36 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ______ ______
______	______ 52 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ______ ______

☐ Check if Item 15 is continued on a supplement page.

DF-2—Supplement

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

☐☐☐ ☐☐ ☐☐ ☐☐☐
school code

Name of School ______________________________

14. Continued.

Indicate your presently existing and anticipated **vocational program staff** vacancies.

Page _____ of _____

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM AREA	PROGRAM STATUS	NUMBER OF PERSONS NEEDED FOR EXISTING VACANCIES (Place the number needed in the appropriate column)			NUMBER OF PERSONS NEEDED FOR ANTICIPATED VACANCIES (Place the number needed in the appropriate column)		
What Do You Call This Program?	T & I,-Agriculture, Home Economics, etc. Space Below for Program Area Title and Code	(Check One)	Teacher	Cooperative Work-Experience Coordinator	Other (Specify)	Teacher	Cooperative Work-Experience Coordinator	Other (Specify)
____________ ____________	____________ 20 ☐☐.☐☐☐☐	1 ☐ In Operation 0 ☐ Not Yet in Operation	☐	☐	☐ ____________ ____________	☐	☐	☐ ____________ ____________
____________ ____________	____________ 33 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ____________ ____________	☐	☐	☐ ____________ ____________
____________ ____________	____________ 46 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ____________ ____________	☐	☐	☐ ____________ ____________
____________ ____________	____________ 59 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ____________ ____________	☐	☐	☐ ____________ ____________
____________ ____________	____________ 20 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ____________ ____________	☐	☐	☐ ____________ ____________
____________ ____________	____________ 33 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ____________ ____________	☐	☐	☐ ____________ ____________
____________ ____________	____________ 46 ☐☐.☐☐☐☐	☐ In Operation ☐ Not Yet in Operation	☐	☐	☐ ____________ ____________	☐	☐	☐ ____________ ____________

DF-2—Supplement

Name of School________________________

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

☐☐☐ ☐☐ ☐☐ ☐☐☐
school code

15. Continued.

Of the schools **new** vocational programs which programs are not yet operational?

Page ____ of ____

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM AREA	REASON(S) EACH INSTRUCTIONAL PROGRAM NOT IN OPERATION (More than one may be checked)					
What do you call this program?	T & I, Agriculture, Home Economics, etc. Space Below for Program Area Title and Code	Program Not Planned to Begin as of Date This Form Completed. List the Anticipated Date	Lack of Funds	Lack of Facilities	Lack of Equipment	Teachers Not Available	Other (Specify)
________	________ 20 ☐☐.☐☐☐☐	☐ (Anticipated Date) ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ________ ________
________	________ 36 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ________ ________
________	________ 52 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ________ ________
________	________ 20 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ________ ________
________	________ 36 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ________ ________
________	________ 52 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ________ ________
________	________ 20 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ________ ________
________	________ 36 ☐☐.☐☐☐☐	☐ ☐☐ ☐☐ (month/year)	☐	☐	☐	☐	☐ ________ ________

DF-3

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

SPECIFIC PROGRAM INFORMATION DATA FOR SECONDARY AND POST-SECONDARY INSTRUCTIONAL PROGRAMS

4 ☐☐☐ ☐☐ ☐☐ ☐☐☐
school code

Date ☐☐ month ☐☐ day ☐☐ year

School Name ____________________ Person Filling Out This Form ____________________

School District ____________________ Position ____________________

NOTE: If this training is not conducted in a regular school situation, use the space above to list the special program/project title and the sponsoring agency/association.

Instructional Program Title ____________________
(What do you call this program?)

Vocational Program Area ____________________ ☐☐.☐☐☐☐
(T and I, Agriculture, Home Ec., etc.) Vocational Program Code

---

1. Level of training: (check **one** only)
   - 0 ☐ **Secondary**
   - 26 1 ☐ **Post-Secondary**

2. Type of program:
   - 0 ☐ **Regular** vocational program
   - 1 ☐ **Special needs** program

   Check one or more items below to indicate persons served by this special program.
   - a. ☐ Handicapped:
     - ☐ Physical
     - 30 ☐ Mentally retarded
     - ☐ Emotional
     - ☐ Other (specify) ____________
   - b. ☐ Disadvantaged:
     - ☐ Socio-Economic
     - ☐ Cultural
     - ☐ Educational
     - ☐ Other (specify) ____________

3. Is this instructional program:
   - a. an MDTA training program? ☐ Yes ☐ No
   - b. an apprentice training program? ☐ Yes ☐ No

4. Is this instructional program specially funded as a pilot, demonstration, or exemplary program?

   40 ☐ Yes ☐ No

5. Is this instructional program composed of a series of **separate** specialized courses? ☐ Yes ☐ No

6. **How many** courses must a student take to complete this instructional program?

   ☐☐ Courses

7. If this program is offered on a continuing basis it is taught: (check one only)
   - 1 ☐ Using instructional modules permitting students to progress at their own pace
   - 2 ☐ Quarterly
   - 3 ☐ Each semester
   - 4 ☐ Each trimester
   - 5 ☐ Once each year
   - 6 ☐ Other (specify) ____________
   - 7 ☐ This program is **not** offered on a continuing basis

8. When is this instructional program offered?
   - ☐ Day only
   - ☐ Night only
   - ☐ Both day and night

9. Does this instructional program operate at times other than during the regular school year (Sept.-June)?

   ☐ Yes ☐ No

10. What is the **duration** of time, in weeks, required for a student to complete this instructional program?

    ☐☐☐ Number of **weeks**
    50

11. How many **clock hours** of classroom instruction or training are required for a student to complete this instructional program?

☐☐☐☐ Clock hours

12. How many times is this instructional program offered during the year?

☐☐ Times

13. This instructional program was initiated in this school:
(check one)

1 ☐ This year
2 ☐ Last year
3 ☐ Two or more years ago

14. Does this instructional program provide students with out-of-class **laboratory experience?**

☐ Yes ☐ No

note type(s)

60 ☐ Cooperative Work-Study
☐ Vocational Work-Study
☐ Vocational work experience

15. If answer to item 14 was yes, then how many **employers** are associated with this instructional program in providing **work-training stations?**

☐☐ Employers

16. Does this instructional program provide students with **simulated** work experiences in the **classroom setting?**

☐ Yes ☐ No

17. Are there specified **course prerequisites** for **admission** to this instructional program?

☐ Yes ☐ No

18. Are there **grade** level requirements for **admission** to this instructional program?

☐ Yes ☐ No

(specify)
☐☐ Grade Level

19. Are there **age** requirements for **admission** to this instructional program?

70 ☐ Yes ☐ No

(specify)
☐☐ Years Old

20. Are there specified student **achievement** levels required for **admission** to this instructional program?

☐ Yes ☐ No

note type(s)

☐ Special test
☐ Grade point average
☐ Other (specify)____________________

____

21. Are there specified student **achievement** levels required **to remain** in this instructional program?

☐ Yes ☐ No

note type(s)

☐ Competency test
☐ Grade point average
80 ☐ Other (specify)____________________

____

22. Is **specialized remedial** instruction made available to vocational students in this program who have educational deficiencies?

28 ☐ Yes ☐ No

23. Is additional **specialized vocational** instruction made available to vocational students in this program who have educational deficiencies?

☐ Yes ☐ No

24. Does this program have a **structured placement service** available to vocational students?

30 ☐ Yes ☐ No

Indicate the **type(s)** of structured placement services provided by the school which this program uses:

☐ Cooperative program between school and state employment service
☐ Vocational teacher referral
☐ Guidance counselor assistance
☐ Other (specify)____________________

____

____

25. Indicate the **total** number of instructional program dropouts and completions of last year who were placed in jobs by the placement services listed in Item 24.

☐☐☐☐ Males

☐☐☐☐ Females

40 ☐☐☐☐ Total

26. Check one or more items which best describe the **source** of the **curriculum materials** used in this instructional program.

☐ Original or adapted by local staff

☐ Standard state curriculum guide

☐ Commercially prepared materials

50 ☐ Borrowed from similar program

☐ Developed by special agency or association

(specify)________________________

☐ Other (specify)________________________

27. Indicate the year in which the **last analysis** was done to determine the occupational competencies that need to be taught.

1 ☐ This year

2 ☐ Last year

3 ☐ Two years ago

4 ☐ More than two years ago

5 ☐ Unknown

28. Based on this analysis have **written** student **performance objectives** been developed for this instructional program?

☐ Yes ☐ No

29. Indicate the year in which the **next analysis** will be done to update the occupational competencies that need to be taught.

1 ☐ This year

2 ☐ Next year

3 ☐ Within the next two years

4 ☐ More than two years from now

5 ☐ Unknown

30. Do the **vocational** program and **general education** staffs **jointly** organize their curriculum offerings for students in this instructional program?

☐ Yes ☐ No

31. Indicate the year in which manpower data was **last secured** to determine the extent of potential employment opportunities available to program terminees.

1 ☐ This year

2 ☐ Last year

3 ☐ Two years ago

4 ☐ More than two years ago

5 ☐ Unknown

32. Indicate when it is planned to **next secure** manpower information to revise estimates of potential employment opportunities for program terminees.

1 ☐ This year

2 ☐ Next year

3 ☐ Within the next two years

4 ☐ More than two years from now

5 ☐ Unknown

33. Does this instructional program have an advisory committee?

☐ Yes ☐ No

What is the composition of your advisory committee for this instructional program?

(check the appropriate boxes)

60 ☐ Business-industry representatives

☐ Labor union representatives

☐ Parents and/or students

☐ School personnel

☐ Other (specify)________________________

____

____

34. Does this instructional program actively use an advisory committee in **evaluating** and **implementing** certain phases of its operation?

☐ Yes ☐ No

35. Indicate the number of times this program's advisory committee met last year.

☐☐ Times

36. Is there an **amortization schedule** to cover all major equipment used in this instructional program?

☐ Yes ☐ No

37. Is **consumer education** provided as a part of this instructional program?

☐ Yes ☐ No

(if yes, note how)

70 ☐ Integrated in regular course work

☐ Offered as a special course

38. Are there any **special federal** programs **involved** in this instructional program?

☐ Yes ☐ No Involvement

(check type(s) of program and type(s) of involvement)

Type(s) of Program

☐ ESEA Title I

☐ ESEA Title III

☐ Office of Economic Opportunity (O.E.O.)

☐ Other (specify)________________

Type(s) of Involvement

☐ Provided funds

☐ Provided equipment

☐ Provided resource material and supplies

80 ☐ Other (specify)________________

39. Are there any **state** (other than Vocational Division) or **local** level agencies **involved** in this instructional program?

28 ☐ Yes ☐ No Involvement

(check type(s) of program and type(s) of involvement)

Type of Agency

☐ Vocational Rehabilitation

30 ☐ State Department of Education (other than Vocational Division)

☐ Welfare Department

☐ Department of Corrections

☐ An interest Group for Handicapped

☐ Other (specify)________________

(CONTINUED NEXT COLUMN)

39. Continued.

Type(s) of Involvement

☐ Provided funds

☐ Provided equipment

☐ Provided resource materials and supplies

☐ Other (specify)________________

40. Give the estimated average out-of-pocket costs to students in this instructional program.

$ ☐☐☐ Transportation costs
40
$ ☐☐☐ Instructional costs
$ ☐☐☐ Total estimated
(include items not covered above and estimate to the nearest dollar)

41. List the number of socio-economically **disadvantaged** persons among those **enrolled** in this instructional program.

☐☐☐ Number of disadvantaged
50

42. List the number of **handicapped** persons among those **enrolled** in this instructional program.

☐☐☐ Number of handicapped

43. Indicate the number of vocational students identified as having **educational deficiencies** which would act as barriers to successful program completion or job placement.

☐☐☐☐ Students

44. Indicate the number of vocational students **actually receiving** some form of specialized instruction to correct these educational deficiencies.

☐☐☐☐ Students (unduplicated count)
60

45. Are there any **vocational** students from nonprofit private schools enrolled in this instructional program?

☐ Yes ☐ No

☐☐☐ Number of Students

46. Are there any **disadvantaged** students from nonprofit private schools enrolled in this instructional program?

☐ Yes ☐ No

☐☐☐ Number of Students

47. Are there any **handicapped** students from nonprofit private schools enrolled in this instructional program?

70 ☐ Yes ☐ No

☐☐☐ Number of Students

48. Indicate the number of vocational teachers used for this program.

☐☐

49. How many of these vocational teachers require additional professional training to complete state certification requirements?

☐☐ 77

50. **Facility Utilization Data:**

What is the Potential Enrollment in this Instructional Program? (Student Capacity times the Number of Sections)		**Vacancies: How many Student Openings Do You Have Vacant at this Time?**	**How many students were denied training this year due to limited facilities or capacity?**
Secondary 9th	28 ☐☐☐☐	28 ☐☐☐	☐ Unknown 49 50 ☐☐☐
10th	☐☐☐☐	☐☐☐	☐☐☐
11th	☐☐☐☐	☐☐☐	☐☐☐
12th	☐☐☐☐	☐☐☐	☐☐☐
Special Class or Ungraded	☐☐☐☐	☐☐☐	☐☐☐
Post-Secondary			☐ Unknown 65
1st Year	48 ☐☐☐☐	43 ☐☐☐	66 ☐☐☐
2nd Year	☐☐☐☐	☐☐☐	☐☐☐

Continued on Next Page

51. **Total Instructional Program Enrollment:**

(a) In the section labeled **Vocational Program Enrollment,** indicate by grade level and sex the number of students with the instructional program's vocational objectives. (unduplicated count)

(b) Under **Elective Enrollment,** indicate all other students by grade level and sex who are enrolled in this instructional program. (unduplicated count)

GRADE LEVEL	VOCATIONAL PROGRAM ENROLLMENT		ELECTIVE ENROLLMENT	
	MALES	FEMALES	MALES	FEMALES
Secondary 9th	28 ☐☐☐	49 ☐☐☐	28 ☐☐☐	51 ☐☐☐
10th	☐☐☐	☐☐☐	☐☐☐	☐☐☐
11th	☐☐☐	☐☐☐	☐☐☐	☐☐☐
12th	☐☐☐	☐☐☐	☐☐☐	☐☐☐
Special Class or Ungraded	☐☐☐	☐☐☐	☐☐☐	☐☐☐
Post-Secondary 1st Year	43 ☐☐☐	64 ☐☐☐	43 ☐☐☐	64 ☐☐☐
2nd Year	☐☐☐	☐☐☐	☐☐☐	☐☐☐

3A

DF-4

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

SPECIFIC PROGRAM INFORMATION DATA FOR ADULT INSTRUCTIONAL PROGRAMS

4 ☐☐☐ ☐☐ ☐☐ ☐☐☐
school code

Date ☐☐ month ☐☐ day ☐☐ year

School Name ____________________

School District ____________________ Person Completing This Form ____________________

NOTE: If this training is not conducted in a regular school situation, use the space above to list the special program/project title and the sponsoring agency/association.

Instructional Program Title ____________________
(What do you call this program?)

Vocational Program Area ____________________ ☐☐.☐☐☐☐
(T and I, Agriculture, Home Ec., etc.) Vocational Program Code

---

1. What is the **purpose** of this training?
(check one only)

26 0 ☐ Preparatory (initial or entry level) training

1 ☐ Supplementary (upgrading or in-service) training

2 ☐ Other (combination of the above—specify)

____

2. Is this instructional program **primarily** designed to serve persons with **special needs?**

☐ Yes ☐ No

if yes, check type(s)

☐ Handicapped

☐ Disadvantaged

30 ☐ Other (specify)____________________

3. Is this instructional program offered on a **regular** on-going basis?

☐ Yes ☐ No

4. Is this instructional program offered on a **temporary** basis to fulfill an immediate need or request?

☐ Yes ☐ No

5. Is this an MDTA training program?

☐ Yes ☐ No

6. Is this an apprentice training program?

☐ Yes ☐ No

7. When is this instructional program offered?

☐ Day only

☐ Night only

☐ Both day and night

8. If this program is offered on a continuing basis it is taught: (check **one** only)

1 ☐ Using instructional modules permitting students to progress at their own pace

2 ☐ Quarterly

3 ☐ Each semester

4 ☐ Each trimester

5 ☐ Once each year

6 ☐ Other (specify)____________________

7 ☐ This program is **not** offered on a continuing basis

9. What is the **duration** of time, in weeks, required for a student to complete this instructional program?

☐☐☐ Number of **weeks**
40

10. How many **clock hours** of classroom instruction or training are required for a student to complete this instructional program?

☐☐☐☐ Clock hours

11. Which of these **organizations** requested this instructional program? (check one or more)

- ☐ Vocational Rehabilitation
- ☐ Welfare Department
- ☐ Business and Industry
- ☐ Union or Employee Group
- 50 ☐ Interest Group for Disadvantaged
- ☐ Other (specify)____________________

☐ This program was **not** implemented at the request of any outside organization.

12. Did the **organization** requesting this instructional program **provide** financial support, instructional materials or other contributions?

☐ Yes ☐ No

☐ This program was **not** implemented at the request of any outside organization.

13. Check one or more items which best describe the **source** of the **curriculum materials** used in this instructional program.

- ☐ Original or adapted by local staff
- ☐ Standard state curriculum guide
- ☐ Commercially prepared materials
- ☐ Borrowed from similar program
- ☐ Developed by special agency or association (specify)____________________
- 60 ☐ Other (specify)____________________

14. Indicate the number of vocational teachers used for this program.

☐☐

15. Indicate the number of teachers used for this program who fall into the following categories:

☐☐ Regular employees of the school

☐☐ Recruited temporarily from business, industry or some other agency

16. Does this instructional program have an **advisory committee?**

☐ Yes ☐ No

17. List the number of socio-economically **disadvantaged** persons among those **enrolled** in this instructional program.

☐☐☐ Number of disadvantaged
70

18. List the number of **handicapped** persons among those **enrolled** in this instructional program.

☐☐☐ Number of handicapped

19. Give the estimated average **out-of-pocket costs** to students in this instructional program.

28 $☐☐☐ Transportation costs

$☐☐☐ Instructional costs

$☐☐☐ Total estimated cost (include items not covered above and estimate to the nearest dollar)

20. **Total Instructional Program Enrollment:**

How many persons are **enrolled** in this instructional program?

	Males	Females
Preparatory	☐☐☐ 37	☐☐☐ 43
Supplementary	☐☐☐ 40	☐☐☐ 46

DF-6

THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

A FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

Student and Vocational Program Identification

261150467 14.070 31
STENO/SECRETARIAL
CORDEA DM
1900 KENNY ROAD
COLUMBUS, OHIO 43210

Your Social Security Number ☐☐☐ ☐☐ ☐☐☐☐

Is Your Name and Address Correct as Printed Above?
If not, please print the corrected information below:

New Name______________________________ ____
Last Name First and Middle Initial

New Address____________________________________
Number and Street or Rural Route

________________ ________ ________
City, Town, or Post Office State (abbreviated) Zip Code

DIRECTIONS:

WHEN ASKED TO "CHECK" A BOX, PLEASE USE AN "X" TYPE CHECK MARK.

WHENEVER THE WORDS **THIS VOCATIONAL PROGRAM** APPEAR, THEY REFER TO THE VOCATIONAL PROGRAM PRINTED ON THE IDENTIFICATION LABEL ABOVE.

---

1. Since you left this vocational program, did you seek **full-time** employment? (30 or more hours per week)

39 ☐ Yes ☐ No

2. If you did not seek **full-time** employment when you left this vocational program, indicate the reason.

(Check only one box)

1 ☐ Expected to enter another school
2 ☐ Housewife or about to be married
3 ☐ Physical or other handicap
4 ☐ Not interested in a job
5 ☐ Expected to enter the military service
6 ☐ Only wanted to work part-time (less than 30 hours per week)
7 ☐ Other (specify) ____________________
____

3. Did you seek **part-time** employment (less than 30 hours per week) when you left this vocational program?

☐ Yes ☐ No

4. If you sought **part-time** employment, instead of full-time employment, when you left this vocational program, indicate the reason.
(Check only one box)

1 ☐ Expected to enter another school
2 ☐ Housewife or about to be married
3 ☐ Physical or other handicap
4 ☐ Not interested in a full-time job
5 ☐ Expected to enter the military service
6 ☐ Unable to find a full-time job
7 ☐ Other (specify) ____________________

5. How many **full-time** jobs (30 or more hours per week) have you held since you left this vocational program?

0 ☐ **None**
1 ☐ 1 full-time job
2 ☐ 2 full-time jobs
3 ☐ 3 to 5 full-time jobs
4 ☐ 6 or more full-time jobs

NOTE: If your answer to question 5 was **NONE**, skip to question 15.

6. If you got a **full-time** job when you left this vocational program:

What was your job? ____________________

☐☐.☐☐☐☐
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7. How closely did your **first full-time** job (30 or more hours per week) after leaving this vocational program relate to the training you received?

(Check only one box)

50 1☐ I was employed in the occupation for which I was trained by this vocational program
2☐ I was employed in a related occupation
3☐ I was employed in a completely different occupation

8. Did this vocational training program adequately prepare you for your **first full-time** job after leaving this training?

☐ Yes ☐ No

9. What was your **beginning hourly wage** on your **first full-time** job since leaving this vocational program?

(Check only one box)

1☐ $1.59 or less per hour
2☐ $1.60 to $1.99 per hour
3☐ $2.00 to $2.49 per hour
4☐ $2.50 to $2.99 per hour
5☐ $3.00 to $3.99 per hour
6☐ $4.00 or more per hour

10. How did you get your **first full-time** job after leaving this vocational training?

(check appropriate box or boxes below)

☐ I got the job myself
☐ My family or friends helped me get the job
☐ The job placement services provided by the school helped me get the job
☐ The state employment service helped me get the job
☐ A private employment agency helped me get the job
☐ Other (specify) ____________________

11. After you got your **first** job (full-time or part-time) following this vocational training, have you ever again used any of the **job placement services** provided by the school or this vocational program?

☐ Yes ☐ No

(CONTINUED NEXT COLUMN)

11. Continued.

(if yes, check the service(s) you have used since getting your first job)

60 ☐ Coordinated service provided by school and state employment service
☐ Vocational teacher assistance
☐ Guidance counselor assistance
☐ Other (specify) ____________________

12. What is the **most** you have earned on a **full-time** job since leaving this program?

(Check only one box)

1☐ $1.59 or less per hour
2☐ $1.60 to $1.99 per hour
3☐ $2.00 to $2.49 per hour
4☐ $2.50 to $2.99 per hour
5☐ $3.00 to $3.99 per hour
6☐ $4.00 or more per hour

13. If you held **two or more full-time** jobs (30 or more hours per week) since you ended this vocational training, check **one** box below.

1☐ I was trained in school for my **last** job
2☐ My **last** job was related to this vocational training
3☐ My **last** job was not at all related to this vocational training

14. Indicate below the **location** of your present or most recent **full-time** employment.

____
Village, Town, City

____
County

☐☐.☐☐☐ 70 ____________________
For State Use Only State

15. What is your **current employment status?**

(Check the appropriate box or boxes below)

☐ I am employed
  ☐ **full-time** (30 or more hours per week)
  ☐ **part-time** (less than 30 hours per week)

☐ I am **unemployed,**
  ☐ **but looking** for work
  ☐ and **not looking** for work

☐ I am in the **military service**

16. If you are presently working:

What is your job? ______________________

79 39
☐☐.☐☐☐☐ ______________________
For State Use Only

17. What **wages** are you presently earning?

check **one** box below

43
- 1 ☐ $1.59 or less per hour
- 2 ☐ $1.60 to $1.99 per hour
- 3 ☐ $2.00 to $2.49 per hour
- 4 ☐ $2.50 to $2.99 per hour
- 5 ☐ $3.00 to $3.99 per hour
- 6 ☐ $4.00 or more per hour

18. As best you know, what type(s) of **job placement service(s)** were provided by the school and the vocational program in which you were enrolled?

- ☐ School had no placement services
- ☐ A school placement service coordinated with the State Employment Service
- ☐ Vocational Teachers helped place students in jobs by making referrals
- ☐ Guidance Counselors helped students find jobs
- ☐ Other (specify) ______________________

____

19. Were you **satisfied** with the vocational training you received in this program?

☐ Yes ☐ No

20. Would you **recommend** this vocational program to others?

50 ☐ Yes ☐ No

21. Since you left this vocational program, have you enrolled in any **additional education** program(s)?

☐ Yes ☐ No

If yes, check type(s) and purpose(s) below:

- ☐ **General education program(s)**
  - ☐ To raise my general education level
  - ☐ Informal, noncredit course(s)
- ☐ **Vocational program(s)**
  - ☐ To upgrade the vocational skills previously learned in this program
  - ☐ To learn a new occupation

(CONTINUED NEXT COLUMN)

21. Continued.

What type(s) of vocational training program(s) did you attend?

- ☐ Private school(s)
- ☐ Public school(s)
- 60 ☐ Business or Industry

22. If you did enroll for **additional education** after leaving this vocational program, have you received (or expect to receive) one or more of the following:

☐ Yes ☐ No

if yes, check type(s)

- ☐ A certificate (type) ______________________
- ☐ A diploma (type) ______________________
- ☐ A 2-year associate degree (major) ______________________
- ☐ A 4-year college degree (major) ______________________
- ☐ Other (specify) ______________________

23. Are you **now** enrolled in a **vocational** program?

☐ Yes ☐ No

24. Are you **now** enrolled in any **educational** program(s) other than vocational?

☐ Yes ☐ No

25. Are you interested in getting **more vocational** training?

☐ Yes ☐ No.

26. Are you interested in getting **more general** education?

70 ☐ Yes ☐ No

27. If you are interested in getting **more training** of **any kind,** indicate the type you are interested in: ______________________

____

Continued on Next Page

☐☐.☐☐☐☐ 76

☐☐☐☐ 80
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Please use the space below for comments you have on how this vocational program can be improved.

For example:

Needed more information on job openings.
More individual help should be given to students.

Your comments will be kept strictly confidential.

DF-5 A

STUDENT INFORMATION CARD

Please Print

1. ____________________
name of school

______ ______ ______ ______
school code

2. __ __ month __ __ day __ __ year

instructional program title

__ __ . __ __ __ __ - __
instructional program code

3. Your **social security number:** ___-__-____

4. __
Last Name First and Middle Initial

__ __
Number and Street or Rural Route

__ __
City, Town, or Post Office State (abbreviated) Zip Code

5. Age: __ __

6. Sex: ☐ Male ☐ Female

7. What is your **marital status?** ☐ single ☐ married

8. Are you a student from a **private school?** ☐ Yes ☐ No

9. What is your **grade level** at this time?

A. **Secondary**
- 0 ☐ 9th
- 1 ☐ 10th
- 2 ☐ 11th
- 3 ☐ 12th
- 4 ☐ Special or Ungraded

B. **Post-Secondary**
- 5 ☐ 1st year
- 6 ☐ 2nd year

C. **Adult**
- 7 ☐ Preparatory
- 8 ☐ Supplementary

DF-5 B

INSTRUCTIONS

WHENEVER THERE IS A CHANGE IN ENROLLMENT STATUS FOR THIS STUDENT, COMPLETE THE ITEMS BELOW AND ON THE REVERSE SIDE OF THIS CARD.

OR

IF THIS STUDENT IS STILL IN THIS PROGRAM AT THE END OF THE CURRENT SCHOOL YEAR, CHECK THIS BOX ☐ AND COMPLETE THE ITEMS BELOW. DO NOT MARK ITEMS ON THE REVERSE SIDE OF THIS CARD.

AND

FORWARD THIS CARD TO THE STATE OFFICE WITHIN TWO (2) WEEKS AFTER COMPLETING EITHER OF THE ABOVE STEPS.

a. Is this student:
- ☐ Educationally disadvantaged
- ☐ Socio-economically disadvantaged
- ☐ Physically handicapped
- ☐ Mentally retarded

b. This student has participated in:
- ☐ Cooperative work study
- ☐ Vocational work study
- ☐ Vocational work experience

c. Did this student receive any specialized remedial instruction?
1 ☐ Yes 0 ☐ No

---

026 467 1407000 575482720 CORDEA DM

DF-5 B

INSTRUCTIONS

WHENEVER THERE IS A CHANGE IN ENROLLMENT STATUS FOR THIS STUDENT, COMPLETE THE ITEMS BELOW AND ON THE REVERSE SIDE OF THIS CARD.

OR

IF THIS STUDENT IS STILL IN THIS PROGRAM AT THE END OF THE CURRENT SCHOOL YEAR, CHECK THIS BOX ☐ AND COMPLETE THE ITEMS BELOW. DO NOT MARK ITEMS ON THE REVERSE SIDE OF THIS CARD.

AND

FORWARD THIS CARD TO THE STATE OFFICE WITHIN TWO (2) WEEKS AFTER COMPLETING EITHER OF THE ABOVE STEPS.

a. Is this student
- ☐ Educationally disadvantaged
- ☐ Socio-economically disadvantaged
- ☐ Physically handicapped
- ☐ Mentally retarded

b. This student has participated in:
- ☐ Cooperative work study
- ☐ Vocational work study
- ☐ Vocational work experience

c. Did this student receive any specialized remedial instruction?
1 ☐ Yes 0 ☐ No

DF-5 B

VOCATIONAL STUDENT STATUS REPORT

READ INSTRUCTIONS ON THE REVERSE SIDE BEFORE COMPLETING ANY ITEMS BELOW

Check one or more items below

1. CURRENT STUDENT STATUS:
   - ☐ Completed the requirements of this program—**not** in school.
   - ☐ Still in school—in different vocational program.
   - ☐ Still in school—no longer in any vocational program.
   - ☐ Transferred to another school.
   - ☐ Terminated schooling before completing requirements.
   - ☐ Unknown.

2. DATE OF COMPLETION OR TERMINATION:

   __ __-__ __-__ __
   mo. day year

3. Was an EXIT INTERVIEW conducted with this student?

   1 ☐ Yes 0 ☐ No

4. EMPLOYMENT STATUS OF STUDENT:
   - ☐ Will **not** seek employment.
   - ☐ Will seek employment.
   - ☐ Status unknown.

ITEMS 5 AND 6 APPLY ONLY TO STUDENTS **NOT** COMPLETING THE PROGRAM REQUIREMENTS.

5. CONDITIONS OF TERMINATION:

   1 ☐ Voluntary 0 ☐ Involuntary

6. REASONS FOR TERMINATION:
   - ☐ Transportation unavailable.
   - ☐ Unable to afford transportation.
   - ☐ Unable to afford instructional & related costs.
   - ☐ Other (specify)________________.
   - ☐ Unknown or no interview.

DF-5 B

VOCATIONAL STUDENT STATUS REPORT

READ INSTRUCTIONS ON THE REVERSE SIDE BEFORE COMPLETING ANY ITEMS BELOW

Check one or more items below

1. CURRENT STUDENT STATUS:
   - ☐ Completed the requirements of this program—**not** in school.
   - ☐ Still in school—in different vocational program.
   - ☐ Still in school—no longer in any vocational program.
   - ☐ Transferred to another school.
   - ☐ Terminated schooling before completing requirements.
   - ☐ Unknown.

2. DATE OF COMPLETION OR TERMINATION:

   __ __-__ __-__ __
   mo. day year

3. Was an EXIT INTERVIEW conducted with this student?

   1 ☐ Yes 0 ☐ No

4. EMPLOYMENT STATUS OF STUDENT:
   - ☐ Will **not** seek employment.
   - ☐ Will seek employment.
   - ☐ Status unknown.

ITEMS 5 AND 6 APPLY ONLY TO STUDENTS **NOT** COMPLETING THE PROGRAM REQUIREMENTS.

5. CONDITIONS OF TERMINATION:

   1 ☐ Voluntary 0 ☐ Involuntary

6. REASONS FOR TERMINATION:
   - ☐ Transportation unavailable.
   - ☐ Unable to afford transportation.
   - ☐ Unable to afford instructional & related costs.
   - ☐ Other (specify)________________.
   - ☐ Unknown or no interview.

DF-5 A

EQUAL OPPORTUNITY INFORMATION

NOTE: The following information is needed to aid in establishing and maintaining quality vocational education programs with equal opportunity for all groups.

10. **I consider myself to be:** This information need not be supplied by you if you do not wish to provide it.

☐ American Indian	☐ Oriental	☐ White
☐ Black	☐ Puerto Rican	☐ Other (specify) ________________
☐ Mexican American	☐ Spanish American	________________

FOR ADULT AND POST-SECONDARY PROGRAM ENROLLEES ONLY

11. What was your **employment status** just before starting this vocational training program? **(check only one)**
    - ☐ I was employed **full time** (30 or more hours per week)
    - ☐ I was employed **part time** (less than 30 hours per week)
    - ☐ I was **unemployed**

11a. Are you still employed? ☐ Yes ☐ No

12. If you were **unemployed** just before starting this training program, did you receive **public assistance?** ☐ Yes ☐ No

13. If you were employed **full time** before starting this training program, what was the **wage** per hour you received?

    ☐ $1.59 or less per hour ☐ $1.60 or more per hour

14. What was the highest grade you completed in school?

    __ __

Inquiries concerning this publication, Research No. 58, or other Center projects and publications may be directed to:

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